

Reception - Spring

Topic: 'People Who Help Us' and 'Dinosaurs'

All children are individual and we carefully plan for each child at the current stage of development. The following overview is a summary of learning that takes place over this term with some children working at development stages earlier or later than these points. We adapt planning to suit the individual cohort, incorporating current events and interests to make learning purposeful.

Values and Virtues (Golden Thread):	<ul style="list-style-type: none">• Compassionate and Loving: The children show compassion towards other and the less fortunate and are loving like Jesus in their ways.• Faith-Filled and Hopeful: The children are growing in their belief and being more like Jesus and hopeful for the future and what they can achieve.
British Values	<ul style="list-style-type: none">• Democracy: Encouraging children to know that their views count and that their opinions are important.• The Rule of Law: Teach children to understand the need for rules and how they should be administered.• Individual Liberty: Encourage children to ask questions and trust that their opinion and ideas will be respected and valued.• Mutual Respect and Tolerance of Different Faiths and Beliefs: Provide opportunities for the children to make links with the wider community.
Books:	<ul style="list-style-type: none">• 'The Very Helpful Hedgehog' by Rosie Wellesley.• 'People Who Help Us—Vet', 'People Who Help Us—Dentist', 'People Who Help Us—Firefighter' and 'People Who Help Us—Police Officer' by Rebecca Hunter.• 'Eliot: Midnight Superhero' by Anne Cottringer.• 'Superhero ABC' by Bob McCleod.• 'Supertato' by Sue Hendra.• 'Percy the Park Keeper' by Nick Butterworth.• 'The Bear's Winter House' by John Yeoman.• 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson.• 'Mr Wolf's Pancakes' by Jan Fearnley.• 'One Spring Day' by Nick Butterworth.• The Easter Story• 'Harry and His Bucketful of Dinosaurs' by Ian Whybrow.• 'Dinosaur Roar' by Paul Stickland.• 'The Dirty Great Dinosaur' by Martin Waddell.• 'Linus the Vegetarian T. Rex' by Robert Neubecker.• Non-Fiction Dinosaur Books.• 'Katie and the Dinosaurs' by James Mayhew.

Key Vocabulary	<ul style="list-style-type: none"> • People Who Help Us in the Community (nurse, firefighter, builder, paramedic, teacher, cleaner, nurse, doctor, mechanic, dentist, vet, police officer etc). • Superheroes (hero qualities e.g. – kind, caring, thoughtful, helpful, brave, courageous, powerful). • Winter (cold, rain, snow, storm, wind, frost, ice, scarf, hat, gloves, mittens etc). • Pancake Day (Shrove Tuesday, lent, mix, flip, flour, eggs, milk, sugar, lemon). • Dinosaurs (dinosaur names e.g. – tyrannosaurus rex, triceratops, stegosaurus; claws, tail, teeth, scales, frill, plates, horns, predator, carnivore, herbivore, fossil, extinct, palaeontologist). • Spring (buds, blossom, shoot, flower, daffodil, tulip, rainbow, sunshine, rain, egg, nest, chick, lamb etc). • Easter (Ash Wednesday, Holy Week, Palm Sunday, Good Friday, Easter Sunday, Jesus, disciples, cross, crucifix, Easter eggs, Easter bunny, Easter bonnet, hot cross buns etc).
Local Links	<ul style="list-style-type: none"> • School Nurse, Safari Park (dinosaurs), School Community doctor, Firemen, Police man, Father. • Visitors to come in and talk about how they help people.
Planning resources	Twinkl, Hamilton Trust, TES.

R.E.	<p>Baptism</p> <ul style="list-style-type: none"> • To learn that at Baptism they are given a Christian name. • To be able to participate in a role-play of the celebration and identify a few symbols of Baptism. • To learn that Baptism is a special celebration to welcome people into God’s Family. • To know that Jesus’ Presentation in the Temple was a special celebration for him. <p>People Who Help Us</p> <ul style="list-style-type: none"> • To begin to know some things about the work of the priest and to understand that the church building is a special place. • To begin to be able to identify some artefacts in the church. • To recall a few features from the celebration of Mass and to be able to identify parts of stories of Jesus that show him helping other people. <p>Lent</p> <ul style="list-style-type: none"> • To know that Lent is an important season in the Church year. • To recall some symbols of the season and understand that it is a special time to pray. • To recognise the prayer of sorrow to be an important prayer of this season.
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Reading

RWI – Ditties — Set 2

30-50: Shows awareness of rhyme and alliteration.

30-50: Beginning to be aware of the way stories are structured.

30-50: Suggests how the story might end.

30-50: Listens to stories with increasing attention and recall.

30-50: Describes main story settings, events and principal characters.

30-50: Shows interest in illustrations and print in books and print in the environment.

30-50: Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40-60: Continues a rhyming string.

40-60: Hears and says the initial sound in words.

40-60: Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

40-60: Links sounds to letters, naming and sounding the letters of the alphabet.

40-60: Begins to read words and simple sentences.

40-60: Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

40-60: Enjoys an increasing range of books.

40-60: Knows that information can be retrieved from books and computers.

ELG: They use phonic knowledge to decode regular words and read them aloud accurately.

ELG: They also read some common irregular words.

Writing

RWI – Ditties/HA – Purple

40-60: Gives meaning to marks they make as they draw, write and paint.

40-60: Begins to break the flow of speech into words.

40-60: Continues a rhyming string.

40-60: Hears and says the initial sound in words.

40-60: Can segment the sounds in simple words and blend them together.

40-60: Links sounds to letters, naming and sounding the letters of the alphabet.

40-60: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

40-60: Writes own name and other things such as labels, captions.

40-60: Attempts to write short sentences in meaningful contexts.

ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds.

ELG: They also write some irregular common words.

Numbers

Addition and Subtraction – Numbers to 5 (Number Bonds)

Number and Place Value – Numbers to 10 (Counting and Comparing Groups)

Addition and Subtraction – Addition to 10 (Combining Groups, Number Bonds, Ten Frame, Part-Whole Model)

Geometry – Shape and Space (Spatial Awareness, 2D/3D Shape)

30-50: Uses some number names accurately in play.

30-50: Recites numbers in order to 10.

30-50: Beginning to represent numbers using fingers, marks on paper or pictures.

30-50: Shows curiosity about numbers by offering comments or asking questions.

30-50: Shows an interest in number problems.

30-50: Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

30-50: Shows an interest in numerals in the environment.

30-50: Shows an interest in representing numbers.

40-60: Recognise some numerals of personal significance.

40-60: Recognises numerals 1 to 5.

40-60: Counts up to three or four objects by saying one number name for each item.

40-60: Counts actions or objects which cannot be moved.

40-60: Counts objects to 10, and beginning to count beyond 10.

40-60: Counts out up to six objects from a larger group.

40-60: Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

40-60: Counts an irregular arrangement of up to ten objects.

40-60: Estimates how many objects they can see and checks by counting them.

40-60: Uses the language of 'more' and 'fewer' to compare two sets of objects.

40-60: Finds the total number of items in two groups by counting all of them.

40-60: Says the number that is one more than a given number.

40-60: Finds one more or one less from a group of up to five objects, then ten objects.

40-60: In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

40-60: Records, using marks that they can interpret and explain.

40-60: Begins to identify own mathematical problems based on own interests and fascinations.

ELG: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

Shape, Space and Measure

30-50: Shows an interest in shape and space by playing with shapes or making arrangements with objects.

30-50: Shows awareness of similarities of shapes in the environment.

30-50: Uses positional language.

30-50: Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

30-50: Shows interest in shapes in the environment.

30-50: Uses shapes appropriately for tasks.

30-50: Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

40-60: Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

40-60: Selects a particular named shape.

40-60: Can describe their relative position such as 'behind' or 'next to'.

40-60: Uses familiar objects and common shapes to create and recreate patterns and build models.

ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

ELG: They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Communication and Language

Listening and Attention

30-50: Listens to stories with increasing attention and recall.

30-50: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

40-60: Maintains attention, concentrates and sits quietly during appropriate activity.

40-60: Two-channelled attention – can listen and do for short span.

ELG: Children listen attentively in a range of situations.

ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Understanding

30-50: Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

30-50: Beginning to understand 'why' and 'how' questions.

40-60: Responds to instructions involving a two-part sequence.

40-60: Understands humour, e.g. nonsense rhymes, jokes.

40-60: Able to follow a story without pictures or props.

40-60: Listens and responds to ideas expressed by others in conversation or discussion.

ELG: Children follow instructions involving several ideas or actions.

Speaking

30-50: Beginning to use more complex sentences to link thoughts (e.g. using and, because).

30-50: Questions why things happen and gives explanations. Asks e.g. who, what, when, how.

30-50: Uses a range of tenses (e.g. play, playing, will play, played).

30-50: Uses intonation, rhythm and phrasing to make the meaning clear to others.

30-50: Uses talk in pretending that objects stand for something else in play, e.g. - 'This box is my castle.'

40-60: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

40-60: Uses language to imagine and recreate roles and experiences in play situations.

40-60: Links statements and sticks to a main theme or intention.

40-60: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

40-60: Introduces a storyline or narrative into their play.

ELG: Children express themselves effectively, showing awareness of listeners' needs.

Physical Development

Moving and Handling

30-50: Can stand momentarily on one foot when shown.

30-50: Draws lines and circles using gross motor movements.

30-50: Holds pencil near point between first two fingers and thumb and uses it with good control.

30-50: Can copy some letters, e.g. letters from their name.

40-60: Experiments with different ways of moving.

40-60: Jumps off an object and lands appropriately.

40-60: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

40-60: Travels with confidence and skill around, under, over and through balancing and climbing equipment.

40-60: Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

40-60: Uses simple tools to effect changes to materials.

40-60: Handles tools, objects, construction and malleable materials safely and with increasing control.

40-60: Shows a preference for a dominant hand.

40-60: Begins to use anticlockwise movement and retrace vertical lines.

40-60: Begins to form recognisable letters.

40-60: Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG: Children show good control and co-ordination in large and small movements.

Health and Self-Care

30-50: Observes the effects of activity on their bodies.

30-50: Can usually manage washing and drying hands.

30-50: Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

40-60: Eats a healthy range of foodstuffs and understands need for variety in food.

40-60: Usually dry and clean during the day.

40-60: Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

40-60: Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

40-60: Shows understanding of how to transport and store equipment safely.

40-60: Practices some appropriate safety measures without direct supervision.

	<p>ELG: They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p>Personal, Social and Emotional Development</p>	<p>Self-confidence and Self-Awareness</p> <p>30-50: Welcomes and values praise for what they have done. 30-50: Enjoys responsibility of carrying out small tasks.</p> <p>40-60: Confident to speak to others about own needs, wants, interests and opinions. 40-60: Can describe self in positive terms and talk about abilities.</p> <p>ELG: Children are confident to try new activities, and say why they like some activities more than others.</p> <p>Managing Feeling and Behaviour</p> <p>30-50: Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 30-50: Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>40-60: Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 40-60: Aware of the boundaries set, and of behavioural expectations in the setting. 40-60: Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>ELG: They work as part of a group or class, and understand and follow the rules.</p> <p>Making Relationships</p> <p>30-50: Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. 30-50: Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60: Initiates conversations, attends to and takes account of what others say. 40-60: Explains own knowledge and understanding, and asks appropriate questions of others. 40-60: Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>40-60: Children play co-operatively, taking turns with others.</p>

PSHE Association

to recognise that not everyone feels the same at the same time, or feels the same about the same things
to recognise the ways in which we are all unique
to identify what they are good at, what they like and dislike
to recognise the ways in which they are the same and different to others
about different feelings that humans can experience
how to recognise and name different feelings
how feelings can affect people's bodies and how they behave
how to recognise what others might be feeling
about ways of sharing feelings; a range of words to describe feelings
about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
how to manage when finding things difficult
simple strategies to resolve arguments between friends positively
that bodies and feelings can be hurt by words and actions;
about how people may feel if they experience hurtful behaviour or bullying
about what is kind and unkind behaviour, and how this can affect others
about how to treat themselves and others with respect; how to be polite and courteous
how to listen to other people and play and work cooperatively
about what rules are, why they are needed, and why different rules are needed for different situations
about growing and changing from young to old and how people's needs change
how people and other living things have different needs; about the responsibilities of caring for them
about how to treat themselves and others with respect; how to be polite and courteous
about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
to identify the people who love and care for them and what they do to help them feel cared for
about different types of families including those that may be different to their own
to identify common features of family life
that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
about the different groups they belong to
about the different roles and responsibilities people have in their community
about how people make friends and what makes a good friendship
about how to recognise when they or someone else feels lonely and what to do
how to ask for help if a friendship is making them feel unhappy
that bodies and feelings can be hurt by words and actions;
about how people may feel if they experience hurtful behaviour or bullying

that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

about knowing there are situations when they should ask for permission and also when their permission should be sought

about what is kind and unkind behaviour, and how this can affect others

about how to treat themselves and others with respect; how to be polite and courteous

about how people make friends and what makes a good friendship

about how to recognise when they or someone else feels lonely and what to do

simple strategies to resolve arguments between friends positively

how to ask for help if a friendship is making them feel unhappy

about what is kind and unkind behaviour, and how this can affect others

about how to treat themselves and others with respect; how to be polite and courteous

how to listen to other people and play and work cooperatively

how to talk about and share their opinions on things that matter to them

Understanding the World

People and Communities

30-50: Shows interest in different occupations and ways of life **(People Who Help Us)**

30-50: Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family **(People Who Help Us, Family Events)**

40-60: Enjoys joining in with family customs and routines. **(Pancake Day, Lent, Easter, Birthdays)**

ELG: Children talk about past and present events in their own lives and in the lives of family members. **(Birthdays, Holidays, Family Events)**

The World

30-50: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world **(Spring)**

30-50: Developing an understanding of growth, decay and changes over time **(Spring)**

40-60: Looks closely at similarities, differences, patterns and change **(People Who Help Us, Dinosaurs, Spring)**

ELG: Children know about similarities and differences in relation to places, objects, materials and living things. **(People Who Help Us, Dinosaurs, Spring)**

Technology

30-50: Knows that information can be retrieved from computers.

40-60: Completes a simple program on a computer.

40-60: Uses ICT hardware to interact with age-appropriate computer software.

ELG: Children find out about and use a range of everyday technology.

Exploring and Using Media and Materials

30-50: Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

30-50: Uses various construction materials.

30-50: Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

30-50: Joins construction pieces together to build and balance.

40-60: Begins to build a repertoire of songs and dances.

40-60: Explores the different sounds of instruments.

40-60: Explores what happens when they mix colours.

40-60: Experiments to create different textures.

40-60: Understands that different media can be combined to create new effects.

40-60: Manipulates materials to achieve a planned effect.

40-60: Constructs with a purpose in mind, using a variety of resources.

40-60: Uses simple tools and techniques competently and appropriately.

40-60: Selects appropriate resources and adapts work where necessary.

40-60: Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG: Children sing songs, make music and dance, and experiment with ways of changing them.

Being Imaginative

30-50: Creates movement in response to music.

30-50: Sings to self and makes up simple songs.

30-50: Makes up rhythms.

30-50: Uses available resources to create props to support role-play.

40-60: Create simple representations of events, people and objects.

40-60: Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

40-60: Chooses particular colours to use for a purpose.

40-60: Introduces a storyline or narrative into their play.

40-60: Plays alongside other children who are engaged in the same theme.

40-60: Plays cooperatively as part of a group to develop and act out a narrative.

ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

