

Year Group:

Reception

Term:

Spring 2

Long Term Plan Theme:

People who help us

Curiosity (Engagement)

Playing and exploring – engagement

Finding out about different roles & responsibilities e.g. police officer, fire fighter and life guard.

Being willing to have a go in all areas of the classroom, both inside & out.

Children play with what they know whilst either self-challenging or rising to the adults challenge.



Teamwork / Independence

Creating and thinking critically – thinking

Children plan their ideas, choose from a variety of resources & select appropriately to carry their ideas out.

Review their learning i.e. through learning conversations, the use of learning detectives and star jobs.



Resilience

Active learning – motivation

Being involved & concentrating in both self-selected areas of the classroom & teacher lead activities.

When finding something difficult children keep trying, are able to work with a buddy, select resources to support them & know when to ask for adult help.

Encourage children to celebrate achieving what they set out to do & celebrate the achievements of others.

Empathy

Managing feelings and behaviour

Recognising their own feelings and acknowledging the feelings of others, children are beginning to negotiate and solve problems.

Initiates conversations, attends to and takes account of what others say.

Personal, Social and Emotional Development

Using people who help us as a stimulus children talk and learn about their own and others behaviour, its consequences and know that some behaviour is unacceptable. Adults challenge and support children to make the right choices in their learning environment both inside and outside through modelling, role play and learning conversations. Children will work together, taking turns and learning how to cooperate with their peers.

Physical Development

Moving and Handling... children focus on an effective pencil grip and forming their letters correctly. Using a variety of equipment outside children show increasing control over an object in pushing, patting, throwing, catching and kicking.

Health and self-care... using people who help us as a stimulus children explore healthy eating making their own fruit salads and are able to make healthy choices. Children explore other ways of keeping healthy e.g. sleeping, good hygiene including dental hygiene and exercise.

Communication and Language

Children maintain attention and concentration when enjoying a variety of texts (both fiction and non-fiction). Through texts children become increasingly confident to retell a story adding in vocabulary for effect. Through role play (i.e. police station and fire station) children use language to imagine and recreate roles and experiences.

Literacy

As writers, children will be encouraged to break the flow of speech into words & can segment the sounds in simple words. Children are given the opportunity to draw & write short sentences in a variety of ways e.g. writing letters to others, writing about emergency services & fictional characters. As readers, children apply their phonic knowledge & blend to read simple words and sentences. Children are able to talk about what they have read.

Mathematics

As mathematicians, children will be able to find the total number of items in two groups and be able to find one more and one less (with a focus on numbers 1-20). Through practical activities children will begin to use vocabulary involved in adding and subtracting. Children will learn how to record using marks which they can interpret and explain.

Understanding the World

Using people who help us as a stimulus children explore different occupations, similarities across their peers and ways to be sensitive to others. As explorers, children will learn how to use specific programs to enhance their learning e.g. purplemash.

Expressive Arts and Design

As musicians, children sing a variety of songs. As artists, children will be encouraged to use a variety of materials to represent their ideas. As designers, children will plan, create and evaluate their own constructions.