

EYFS – Reception Spring 1 term MTP 2021-2022

<p>Spring 1 Superheroes Who helps us?</p>	  	<p>Article 24: <i>Every child has the right to access health services, clean water and healthy food.</i></p>
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Understanding Emotions/Self-Regulation	Sense of Self/Managing Self	Making/Building Relationships
<ul style="list-style-type: none"> Wait with increased patience, when necessary Link events (in books, real life etc.) with feelings and discuss them: eg <i>she's angry that he snatched the toy.</i> Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Seeks support, and practical help in new or challenging situations. See themselves as a valued individual. <p><i>Turn taking, allowing others to have their turn. Developing more independence around the classroom. Developing friendships and beginning to solve simple disagreements. Developing confidence and self-esteem.</i></p>	<ul style="list-style-type: none"> Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p><i>Talking about first hand experiences with people who help us in front of a group. - To learn about boundaries in and out of school.</i></p> <p><i>Introduce class helpers – helping to keep our classroom tidy, clean and safe.</i></p>	<ul style="list-style-type: none"> Develops particular friendships with other children, which helps them to find empathy in simple ways: finding an adult for a child who is hurt. Takes steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Is proactive in seeking adult support and able to articulate their wants and needs. <p><i>Managing new friendships. Understanding the feelings of others and developing empathy with others. Sharing and turn taking. Resolving conflicts with developing confidence, standing up for myself.</i></p>

Communication & Language

Listening & Attention	Speaking	Understanding
<ul style="list-style-type: none"> To understand and explain why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound, e.g. noticing how some words sound similar 'cat- mat' <p><i>Learning new vocabulary Listening and responding to instructions Story/ singing time Give focused attention to what the teacher says Show and tell Listening carefully to words that rhyme. Discussing how to listen carefully: facing forwards, eyes looking etc. Discussing why listening is important.</i></p>	<ul style="list-style-type: none"> Retells stories using some exact repetition and in their own words. Links statements and sticks to a main theme or intention in conversations with others. Learns new vocabulary and begins to use it in the correct context. Describes events in some detail such as using sequencing words to recall (Last night I had fish and chips and then I was so full up) <p><i>Story discussion using props, pictures and puppets/ sequence the story cards Singing/rhyming Circle times/Show and tell/snack time discussion. Use new vocabulary through the day (role-play, small world etc) Role-play to be different characters from the story, using</i></p>	<ul style="list-style-type: none"> Listens and responds to ideas expressed by others in conversation or discussion. Responds to instructions with two or more steps (Get your book bag then your water bottle and then line up) Beginning to understand humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Ask questions to find out more and to check they understand what has been said to them. <p><i>Model carrying out instructions. Retelling known stories with using pictures or props. Asking children to repeat what they have been asked to do to check their understanding.</i></p>

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	<p><i>familiar story language from stories.</i></p> <p><i>Talking about how different people help us.</i></p> <p><i>To share knowledge about people who help us.</i></p>		
Physical Development			
Gross Motor Skills	Fine Motor Skills	Health & Self Care	
<ul style="list-style-type: none"> • Able to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Use core muscle strength to achieve a good posture when sitting at the table or sitting on the floor. • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance <p><i>PE Lessons, using the adventure play equipment, using the balancing equipment.</i></p> <p><i>Learning to jump off equipment correctly and move around obstacles safely.</i></p>	<ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention, such as: pencils, paintbrushes, scissors, toothbrushes, knives, forks, spoons. • Holds a pencil using a tripod grip <p><i>Puzzles, playdough, pom poms and tweezers, nuts and bolts.</i></p> <p><i>Using spray and squeeze bottles to put out pretend fires.</i></p> <p><i>Folding paper to make a Chinese dragon.</i></p> <p><i>Cooking activity – making fire truck biscuits – using utensils, rolling dough.</i></p> <p><i>Tracing, drawing with chalks. Name/number writing.</i></p> <p><i>Sand and water play.</i></p>	<ul style="list-style-type: none"> • Knows and talks about the different factors that support their overall health and wellbeing: for example: regular exercise, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian. <p><i>Road safety – learning how to cross the road safely – stop, look and listen.</i></p> <p><i>Daily tooth brushing routine.</i></p> <p><i>Links with PSHE how to stay healthy – what happens to our body when we exercise why should we exercise?</i></p> <p><i>Sorting healthy and unhealthy food. Sequencing how to wash hands properly and safely.</i></p>	
Understanding the World			
The Natural World	People, Culture and Communities	Past and Present	Technology
<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns in the environment. <p><i>Looking at the environment around us and the different types of buildings in our world.</i></p> <p><i>Walk around the local area looking at the different types of buildings and patterns in the buildings.</i></p> <p><i>Traffic survey in the local area.</i></p>	<ul style="list-style-type: none"> • Knows that other children do not always enjoy the same things, and are sensitive to this. • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions recognizing that people have different beliefs and celebrate special times in different ways. • Draw information from a simple map. <p><i>Mapping out our journey to school and what we see on our way.</i></p> <p><i>Celebrating Chinese new year – how is it celebrated? learning about traditions in Chinese new year.</i></p>	<ul style="list-style-type: none"> • Comments on homes/ clothes now and in the past <p><i>Walk around local area- looking at the building - houses/ flats/ churches</i></p> <p><i>New and old – (buildings/ clothes) looking at how buildings have changed over time.</i></p>	<ul style="list-style-type: none"> • Completes a simple program on electronic devices. (educational games, paint) • Uses ICT hardware to interact with age-appropriate computer software (reading eggs) <p><i>Controlling the bee-bots to get the vehicle to the emergency.</i></p> <p><i>Weekly sessions in ICT room (paint program, top marks games- interactive games, reading eggs)</i></p>

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Expressive Arts		Mathematics	
Being Imaginative & Expressive	Creating with Materials	Number	Numerical Patterns (Shape, space and measure)
<ul style="list-style-type: none"> • Listens attentively, moves to and talks about music, expressing their feelings and responses. • Sings in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance performing solo or in groups • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping <p><i>Listening to and moving to different types of music, loud, quiet, fast, slow. Talking about how different types of music make us feel or move. Singing songs/music and movement sessions. Creating music with different instruments. Dancing to music independently or in a group with friends.</i></p> <p><i>Role play/small world play – acting out the roles of people who help us using dressing up outfits. Mapping out stories.</i></p> <p><i>Set up a building site role-play area using small construction toys inside or large foam/plastic bricks outside. Talk about how builders help people by building houses and other buildings. Invite children to become builders and build models for different characters.</i></p>	<ul style="list-style-type: none"> • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • To be able to choose their own materials and tools to construct and discuss what they want to make and how to make it. • Explore, use and refine a variety of artistic effects such as colour mixing, pastels to express their ideas and feelings. • Create collaboratively sharing ideas, resources and skills. <p><i>Creating road signs.</i></p> <p><i>Junk modelling with recycled materials.</i></p> <p><i>Creating vehicles – fire engines.</i></p> <p><i>Role-Play Shop children to use and take turns to role play as shopkeepers and customers.</i></p> <p><i>Using large cardboard boxes for children to decorate as emergency vehicles, such as ambulances, fire engines.</i></p> <p><i>Mixing colours with paint to create fire.</i></p> <p><i>Supertato potato printing/creating the evil peas using different materials.</i></p> <p><i>Dressing up as people who help us.</i></p>	<ul style="list-style-type: none"> • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 • Matches the numeral with a group of items to show how many there are (up to 10) • In practical activities, adds one and subtracts one with numbers to 10 (1 more/1 less) <p><i>Using tens frames for addition and subtraction.</i></p> <p><i>Discussing the number 9 and linking it to calling the emergency services on 999.</i></p> <p><i>Finding 1 more/1 less using objects and through songs and rhymes.</i></p> <p><i>Counting a group of objects and matching the amount to the correct number.</i></p>	<ul style="list-style-type: none"> • To compare numbers using vocabulary such as ‘more than’ ‘less than’ ‘fewer’ ‘the same as’ • To begin to make simple maps and verbally give directions. • Use some positional language such as: behind, in front, next to, inbetween. • Enjoys exploring 2d/3d shapes, learning which shapes combine to make other shapes. • To recognize the 2d shapes circle, triangle, square and rectangle. • Beginning to experience measuring short periods of time with timers. (for example: 2mins tooth brushing, links with PSHE timing exercise for 1 minute) <p><i>Obstacle course using different positional language and directions.</i></p> <p><i>Creating pictures and models using 2d/3d shapes.</i></p> <p><i>Using the bee-bots to give directions on a simple map.</i></p> <p><i>Comparing numbers or amounts and learning/using the correct vocab such as more/less/fewer than etc.</i></p>

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Literacy			
Reading/Comprehension	Writing	Book Focus	Songs/ Rhymes
<ul style="list-style-type: none"> • Link Phase 2 sounds to letters, naming and sounding the letters of the alphabet • Begins to segment the sounds in simple words and blend them together knowing which letters represent some of them • Sequence a familiar story using images or objects • Tell the story to another person using book or images • Make a simple prediction based on the events of a story so far • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading <p><i>Using and understanding recently introduced vocabulary during discussions about non-fiction, rhymes and poems and during role play.</i></p> <p><i>Matching pictures of people who help us.</i></p> <p><i>Exploring non-fiction books about people who help us: Doctors, firefighters, post people/bin collectors, Dentist.</i></p>	<ul style="list-style-type: none"> • Begins to write CVC words • Begins to record some sounds in sequence • Begins to write labels and simple captions <p><i>Labelling people who help us.</i></p> <p><i>Writing letters to people who have helped us.</i></p> <p><i>Writing our names and numbers.</i></p> <p><i>Labelling CVC pictures listening to and recording all 3 sounds.</i></p> <p><i>Writing captions and simple sentences to match a picture beginning to learn about capital letters, finger spaces, full stops, letters sitting on the line.</i></p> <p><i>Begin 'Nelson handwriting book 2/3'</i></p> <p><i>Learning correct letter formation.</i></p>	<p>Superhero like you Real life superheroes Supertato Non-fiction texts about people who help us. What did the tree see? The smartest Giant in town – Julia Donalson</p>	<p>Miss Polly had a dolly I'm a firefighter song – TWINKL 5 little monkeys jumping on the bed. The wheels on the bus. Tommy thumb – finger song The grand old duke of York Row, Row, Row your boat.</p>
Word Reading - Phonics Focus			
<p>Phase 3 –Set 6: j, v, w, x Set 7: y, z, zz, qu ch, sh, th, ng ai, ee, igh, oa oo, or, ar, ur ow, oi, ear, air ure, er</p> <p>Revisit all Phase 2 sounds focusing on the 1st sound, begin to segment and blend simple CVC words</p> <p>Tricky Words: writing: I, to, no, go, the, into Reading: he, she, me, we, be.</p>			
<p>Enrichment opportunities:</p> <p><i>Visit to the local post box to post out letters.</i></p> <p><i>Watching the bin collectors.</i></p> <p><i>Invite guests such as a doctor/dentist and a firefighter.</i></p> <p>'Who helps us'? Children to dress up as someone who helps us.</p> <p><i>Road safety workshop.</i></p>			