

SIS Reception MTP- Spring 1 Heroes/Chinese New Year

***Sticky knowledge for topic**

| Children's current knowledge, skills, interests and experiences | The children need... | Intention (based on the needs of the children at the end of the previous half term) |
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| ▪ | <ul style="list-style-type: none"> More opportunity before BBT starts to suggest own learning and activities they would like to do Better behaviour for learning To write their name (small group in each class who cannot) To secure phase 3 digraphs | <ul style="list-style-type: none"> *Children to have a good understanding of who people are in our every day world who help us *To develop collaborative play (inc role play) *To secure phase 3 digraphs- embedding Little Wandle *Those who cannot write names to be able to Develop fine motor skills |

| Topic experiences | Key texts | Parental involvement and home learning |
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| Real life visitors Hero dress up day | Books on real life 999 heroes Supertato The three little superpigs | Home reading books Love of reading books Little Lending Library Library books |

| Topic vocabulary | | |
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| Anchor words for all (key vocabulary for the topic) | Words for most | Words for some (more challenging and specific vocabulary) |
| hero real life superhero help doctor, nurse dentist police officer firefighter vehicle good/bad/evil | Feel See Hear Smell Taste Autumn Winter Magnet Cold Sun/Rain Cloud Sky Snow old/then new/today a long time ago | emergency villain |

Communication and Language

| What do we want the children to learn? | What learning opportunities will we provide? |
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| <p>I know new vocabulary and use it in context throughout the day.</p> <p>I know and can describe events in some detail.</p> <p>I use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>I know how to ask questions to find out more.</p> <p>I know how to listen carefully and why listening is important</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know some rhymes, poems and songs.</p> <p>I can listen to and talk about stories to build familiarity and understanding.</p> <p>I know how to retell the story, including story language and the sequence of a text.</p> <p>I know the different between a fiction and non-fiction books.</p> | <p>Focus CLL taught session per week</p> <p>Opportunities for paired talk during carpet time</p> <p>Small group work</p> <p>Daily story time</p> <p>Vocab Vikki word of the day (daily)</p> <p>Topic vocab introduced</p> <p>Role play- home corner (tent)</p> <p>Superhero headquarters</p> <p>Doctors/hospital/vet</p> <p>Chinese restaurant</p> <p>999 hero books within reading focus mornings, discussion about facts, roles, tasks... mind mapping facts from book, paired talk</p> |

Personal, Social and Emotional Development

| What do we want the children to learn? | What learning opportunities will we provide? |
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| <p>See themselves as a valuable individual.</p> <p>Manage their own needs.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>I know why I need to keep my teeth clean</p> | <p>Weekly taught session with PSED focus</p> <p>Celebration assembly once a week</p> <p>Golden rules revisiting</p> <p>School behaviour chart- rainbow reward stickers</p> <p>Head, Heart, Hands curriculum values reward stickers</p> <p>Circle times/Partner talk Opportunities for games, turn taking, collaborative play in BBT</p> <p>What skills do you need to be a real life hero? How would a real life hero feel during an emergency? Why should we be thankful?</p> <p>What makes a superhero? Design own superheroes- think about skills/characteristics</p> <p>Visits from 999 and real life heroes, e.g. nurse, dentist, midwife, firefighter, police officer</p> |

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| <p>I know why I need enough sleep</p> <p>I know why I should have limited screen time</p> <p>Safety- Stranger Danger</p> <p>I know that I should stay with my adult when I am out and about</p> <p>I know that I should not go anywhere with a stranger.</p> <p>I know which adults are 'safe strangers' (e.g. police shop workers wearing uniform, knowing what to do if I get lost from my adult)</p> <p>Fire and electrical safety</p> <p>I know what to do if the fire alarm goes off in school.</p> <p>I know the fire exit sign and how to leave a building if there is a fire.</p> <p>I know that I should not put anything into an electrical socket.</p> | |
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| Physical Development | |
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| What do we want the children to learn? | What learning opportunities will we provide? |
| <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, climbing, walking, running, hopping, skipping</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient-</p> | <p>PD focused afternoon with taught input</p> <p>Continuous provision for gross motor development e.g. sweeping, swinging, pushing and pulling heavy large construction etc.</p> <p>Play/lunch/BBT time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing, e.g. handling, climbing, pushing and pulling, weight bearing activities, balancing</p> <p>Fiddly fingers daily session. Include opportunities for cutting, threading, stacking, tweezers and playdough</p> <p>Daily handwriting slot</p> |

| Mathematics | |
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| What do we want the children to learn? | What learning opportunities will we provide? |
| <p>NCETM Mastering Number Programme</p> <p>Across the term pupils will be able to:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p>SSM opportunities: morning, afternoon and evening, positional language, height, length, weight, capacity, 2D shape, 3D shape, pattern, spatial awareness</p> | <p>Daily mathematics lesson based on Mastering Number (4 x weekly)</p> <p>Weekly mathematics lesson on SSM objectives</p> <p>Daily mental maths session outside of main lesson (10 mins)</p> <p>Ongoing opportunities for counting and number songs (e.g count to 100 by Jack Hartman)</p> <p>Ongoing opportunities within continuous provision and Busy Bee Time</p> |

| Literacy | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Reading | | Writing | | | | | | | | | | | | | | | | | | | | | | | | | |
| What do we want the children to learn? | What learning opportunities will we provide? | What do we want the children to learn? | What learning opportunities will we provide? | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th></th><th>Phase 3 graphemes</th></tr><tr><td>Week 1</td><td>ai ee igh oa</td></tr><tr><td>Week 2</td><td>oo oo ar or</td></tr><tr><td>Week 3</td><td>ur ow oi ear</td></tr><tr><td>Week 4</td><td>air er words with double letters: dd mm tt bb rr gg pp ff</td></tr><tr><td>Week 5</td><td>longer words</td></tr></table> <table><tr><th></th><th>New tricky words</th></tr><tr><td>Week 1</td><td></td></tr><tr><td>Week 2</td><td>was you they</td></tr><tr><td>Week 3</td><td>my by all</td></tr><tr><td>Week 4</td><td>are sure pure</td></tr><tr><td>Week 5</td><td></td></tr></table> <p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can read a few common exception words.</p> <p>I can read simple phrases and sentences made up of words with known letter–</p> | | Phase 3 graphemes | Week 1 | ai ee igh oa | Week 2 | oo oo ar or | Week 3 | ur ow oi ear | Week 4 | air er words with double letters: dd mm tt bb rr gg pp ff | Week 5 | longer words | | New tricky words | Week 1 | | Week 2 | was you they | Week 3 | my by all | Week 4 | are sure pure | Week 5 | | <p>Daily Little Wandle phonics lesson</p> <p>Daily keep up sessions for children falling behind</p> <p>Daily reading session, children to have a guided adult session 2 x weekly</p> <p>Reading books sent home every week match the children’s reading ability</p> <p>Opportunities for developing blending skills during continuous provision inside and out</p> | <p>I can:</p> <ul style="list-style-type: none">• I can write captions with common exception words and finger spaces.• Begin to form lower-case and capital letters correctly.• Segment and record words with taught graphemes. <p>Phase 3 phonics</p> <p>Initial/final sound labelling</p> <p>Spell simple words by identifying the sounds and</p> | <p>Move towards daily writing lesson including phonics and writing activities, e.g. adding labels, captions, sound buttons</p> <p>Daily handwriting session using LW guide</p> <p>Daily Little Wandle phonics lesson that includes writing of words applying the taught sound and spelling common exception words</p> <p>Phonics and continuous provision inside and out</p> |
| | Phase 3 graphemes | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | ai ee igh oa | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 2 | oo oo ar or | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 3 | ur ow oi ear | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 4 | air er words with double letters: dd mm tt bb rr gg pp ff | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 5 | longer words | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | New tricky words | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 2 | was you they | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 3 | my by all | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 4 | are sure pure | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>sound correspondences and a few exception words.</p> | <p>Daily story times, making use of the opportunity for the children to answer questions about the books and talk partner ideas.</p> <p>All children to have love of reading books changed every Friday</p> <p>Daily 'Vocab Vikki' session for introducing a new 'word of the day'</p> <p>Small world/story telling items/story sacks available during child initiated time, with new books that are matched to children's interests.</p> | <p>then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> | <p>Interactive displays and role-play areas that encourage writing.</p> <p>Child initiated writing morning to apply new learning</p> <p>Encourage children to make use of 'curiosity cases' with interesting things to write and talk about, during child initiated time.</p> <p>Simple scaffolds to support adult lead writing- thank you letters speech bubbles wanted poster simple captions to match story simple story retelling</p> |
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| Understanding the World | |
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| What do we want the children to learn? | What learning opportunities will we provide? |
| <p><u>Foundations in History</u></p> <p>Comment on images of familiar situations in the past.</p> <p>I Know that stories can help me learn about the past. Compare and contrast characters from stories, including figures from the past. (LPBD- Grace Darling, Captain Tom)</p> | <p>Sharing stories that include images from the past and figures from the past. Reading about Grace Darling, Captain Tom Moore</p> |
| <p><u>Foundations in RE</u></p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I know some ways that special times are celebrated</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. e.g. name some real life heroes such as doctor, nurse, firefighter, police officer. I can talk about how they help us.</p> <p><u>Chinese New Year</u> Recognise some similarities and differences between life in this country and life in other countries. (Chinese New Year) I know that people celebrate special times in different ways. e.g. talk about some traditions from Chinese New Year such as lucky money envelopes, decorations, dragon dances</p> | <p>Ensure that special times are celebrated throughout the year as they arise in the classroom e.g. if a child in your class has a new sibling or cousin or if a member of the family is getting married. May also wish to celebrate special times that are relevant in today's society like a celebrity getting married i.e. royal family or Queen's Jubilee</p> <p>Books about real life heroes Role play and small world What emergency vehicle do they use? Real life visitors- nurse, police, firefighter, dentist</p> <p>Theme week to include activities including finding China on a map, simple Chinese words eg good morning, hello, painting Chinese numerals, Chinese restaurant role play, dragon dance.... Any Chinese pupils in cohort? Draw on home life and experiences. Artefacts</p> |

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| <p>RE- Stories told by Jesus Concept: Storytelling</p> | <p>Listening to simple stories</p> |
| <p><u>Foundations in Geography and Science</u></p> <p>I can draw information from a simple map. e.g. know that China is another country on a world map I can talk about where I live (e.g. know that the country I live in is named England)</p> <p>Exploring simple forces- magnets</p> <p><u>Winter</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. I can talk about common signs of Winter and describe seasonal changes (in relation to the tree in EYFS playground) e.g. bare trees, few signs of animals, colder weather, darker days, frost/snow</p> <p>Recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p>Working scientifically skills to include-</p> <ul style="list-style-type: none"> • Ask and answer questions • Observe closely (e.g. seasonal changes, what they notice on their season walk, the weather) | <p>Finding UK and China. Use of globes, maps, floor puzzles, creating own maps. Using a simple map for local winter walk.</p> <p>Recycling men and tweezers to sort simple materials- metal, plastic, paper What objects are made of metal? Objects and magnets o explore and investigate in BBT</p> <p>Winter Beginning to look at Winter change in weather – discuss what is different in Autumn and Winter. Comparing the school trees with previous season Ice trays- explore frozen natural objects, melting</p> <p>Objects to sort- which ones do we need for this season? e.g. hat, suncream, gloves... bring out same objects every time we cover so can make links.</p> |
| <p><u>Foundations in computing</u></p> <p>I can control toys and devices I can recognise and be able to use different devices I can use apps on a tablet</p> | <p>Introduction to voice recording toys, e.g. talking tins, recording clipboards, toys Introduction to tablets, simple apps e.g. cbeebies, numberblocks, alphablocks</p> |

| Expressive Arts and Design | |
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| What do we want the children to learn? | What learning opportunities will we provide? |

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| <p><u>Foundations in Art</u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>I can create a picture using water colours</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> | <p>Exploration of art materials, e.g. poster paints, crayons, pastels, exploration of watercolours</p> <p>Look at pictures by Kandinsky- create valentines hearts in the same style</p> <p>Look at pictures by Mondrian</p> <p>Block printing with different shapes (3D shapes in paint). Using primary colours.</p> |
| <p><u>Foundations in performance (music, dance, drama)</u></p> <p><u>Singing</u></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>I can join in with speaking and chanting short phrases</p> <p>I can join in whole class singing</p> <p>I know how to 'call and copy' when singing</p> <p>I know some simple nursery rhymes</p> <p>Know how to sing a melody (tune)</p> <p>I can do some actions to co-ordinate with a song</p> <p><u>Listening and appraising/performing</u></p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>I can respond to sounds by talking about them or physically moving to them (e.g. dance)</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>I can perform songs, rhymes, poems and stories with others</p> <p>I can move to music, beginning to keep in time</p> <p>Develop storylines in their pretend play.</p> | <p>Daily singing time</p> <p>Begin to do some performing of a song, simple percussion in small groups in front of class to build confidence with performance</p> <p>Listening to Chinese music and watching videos of dragon and lion dancing; trying this style of dancing and movement.</p> <p>Explore simple percussion- things to hit and shake in time to the music</p> <p>Daily story time</p> <p>Props for acting out known stories</p> <p>Role play- home corner (tent)</p> <p>Superhero headquarters</p> <p>Doctors/vet</p> <p>Chinese restaurant</p> |

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| <p><u>Foundations in Design Technology</u></p> <p>I know that sometimes things will move if I push or pull them I can add wheels or axels to my structure (e.g. construction toys) I can explain how my product works I can talk about what I like or dislike about my construction, and begin to say why</p> <p>I can select materials to meet simple design criteria (e.g. shiny) I can create my design using basic techniques I can explain what I am making and which materials I am using I can discuss my work as it progresses I can create a simple hinge (e.g. flap) I know which tools and adhesives I can use to join materials (e.g. glue, tape, split pins, scissors, hole punches)</p> <p>I can join components together to build simple structures (e.g. construction toys, junk modelling)</p> <p>I can use scissors to cut straight and curved edges, and hole pinches to punch holes</p> | <p>Exploring superhero vehicles Making vehicles using construction toys, e.g. lego, mobilo</p> <p>DT skills- design and making masks, superhero props e.g. wristbands, shields, capes, passes, paper phones...</p> <p>Chinese New Year activities, e.g. making dragons, lucky money envelopes, paper chains, painting, collage dragons overlaying scales</p> <p>Construction play and junk modelling opportunities</p> <p>Fine motor linked- fiddly fingers sessions, busy bee opportunities for cutting skills sheets/tasks</p> |
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