

Term : Spring (Past - History)	Project title: How does the past help shape our future?	Year group: Reception
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Summary of the project block:

End of Project Outcome (children to present their learning) - Children to present their learning using ipads and chatterpix/seesaw - children can record their voices and ideas via these apps to share their knowledge of how the past has helped shape our future. They can talk about what was different in the past to now or talk about how there are special people in our community who help us.

Spring 1 People from the past

4th - 7th Jan - Re-calling christmas holidays /aspiration for New Year
 10th - 21st Jan - “Little People Big Ideas” book an inspirational person from the past / How people grow and change
 24th Jan - 4th Feb - How our local environment has changed over time.
 7th - 18th Feb - Comparing past and present non-fiction and fiction books

Half Term - 21st - 25th Feb

Spring 2 - People who help us

28th Feb - 4th March - World Book Day - Roald Dahl focus
 7th - 18th March - Fire Fighters (British Science week 14th - David Attenborough)
 21st March - 1st April - Nurses - (Florence Nightingale)
 4th - 8th April - Easter

What do we want children to **know** by the end of the block and what do we want children to **know how to do** by the end of this block?

<p>Communication and language</p> <p>Think out loud about how things work. Describe events in some detail. Recall, define and use new vocabulary from this term. Recognise words that rhyme. Create own funny rhymes. Add connectives on the end of simple responses to include detail or causative extensions. Participate in familiar stories. Talk about plots,events and characters. Engage in non fiction books talking about the vocab. Children talk about problems and come up with ideas to solve them. Tell entire familiar story using sequenced illustrations as prompts. Answer open ended or speculative questions. Use sequence words to describe events in detail. Talk about non fiction texts developing new vocabulary. Mostly use correct tense when talking.</p>	<p>Physical Development</p> <p>Cut a curved /angled line without moving the paper. Cut around a simple shape. Weave, thread and tie Use small hammers accurately Beginning to use the correct letter formation of letters. Can move by skipping. Travel across simple obstacle courses Climb and balance on simple apparatus. Uses good posture when using apparatus With support be able to show precision and accuracy on apparatus. Travel across more complex obstacle courses including changes of height. Recognise body changes during exercise. Carry and control small equipment Travel across simple obstacle courses Cut more complex figures. Use tools to cut and join safely under supervision. Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers. Use precision and accuracy when using dance movements. Move in time with music and can stop, start, fast and slow. Follow a sequence of dance moves.. Control small games and dance equipment when transporting, collecting and throwing. (Outdoors) Play a simple ball game, understanding the rules (Outdoors) Line up without support</p>	<p>Personal, Social and Emotional Development</p> <p>To learn how to keep yourself safe from strangers. Articulate rationale for school routines and expectations. Work in a small group on tasks like turn taking games. Articulate simple problem solving approaches. Make healthy food. Express own feelings using descriptive language talk about others feelings. Washes hands at key points in the day and after toileting, without being prompted. Work in a small group on tasks like turn taking games. Articulate how to solve a problem. Talk to each other about their work and play reflecting on their own and others work. Understand the importance of staying safe online.</p>	<p>Expressive arts and design</p> <p>In a group children can critique other children’s artwork. Mark the beat and imitate rhythms with tapping and striking instruments. Children can critique their own artwork. Create new colours by layering and overlapping blue, green and white. Pitch match during sections then whole melodies of four line songs. Imitate more complex rhythm patterns with tapping instruments. Dance/move with large arm movements using props- ribbon and fabric. Retell episodes from a known story in a role or small world play.</p>
<p>Mathematics</p> <p>Children notice deliberate mistakes when patterns are made One more and one less to 5 Understand and use positional language Children talk about night and day and order key events in their daily routines Children show fingers all at once without counting An understanding of zero and all gone. Comparing two numbers to 5.</p>	<p>Literacy</p> <p>Detect rhyming words and match two words that rhyme from a choice of three when there is a different syllable structure eg: candle, handle, hat Sort objects/words based on the number of syllables they contain Can detect odd one out on an alliterative word string Sort by initial sounds Can blend 4 phoneme words (CCVC, CVCV, VCV) Aware that words start with same phoneme. Know 5 common exception words.</p>	<p>Understanding the world</p> <p>Name plants and parts of plants Know and demonstrate how to plant bulbs Predict how it will grow Know adults were children in the past Name some special buildings in our community and explain their function through role-play and small world re-enactment Describe changes to trees and woodland plants in winter. Describe and explain changes of state with water</p>	<p>Use a range of strategies to combine or join objects. Make considered choices to create mixed media or relief design in clay. Listen to and join in with a variety of music.e.g. Different music from around the world. Memorise short choreographed</p>

<p>Subitise to 5. Count out a smaller number from a larger group. E.g. Give me 8. Children have a clear understanding of the number 6, 7 and 8. (Count, subitise and match numeral to quantity) Count forwards and backwards to 8. Recognise and write numbers to 8. Understand that a pair is two objects. Awareness that some quantities have an odd one left over. Combine two groups to find out how many altogether.</p> <p>Use language to compare weight, height, length and capacity. Use measuring equipment and objects. Use vocabulary to describe when events happen. E.g. yesterday, today and tomorrow. Subitise to 10.. Count out a smaller number from a larger group. E.g. Give me 8. Children have a clear understanding of the number 9 and 10. (Count, subitise and match numeral to quantity) Count forwards and backwards to 10. Children use 1:1 correspondence to count to 10. Order 3 or more quantities to 10. Number bonds to 10 using real objects. Recognise and write numbers to 10. Recite numbers past 20.</p> <p>Begin to understand the properties and names of 3D shapes. E.g. similarities and differences of 3D shapes. Explore more complex patterns. ABB, AAB, AABB, AABBB.</p>	<p>I add a word which rhymes to a rhyming string and generate my own. Independently detect alliterative words during sorting activities. Discriminate and name phonemes at the end of words. Knows that there is a word within a longer word. E.g. Cat in caterpillar. Discriminates between similar letters. Writes CVC words independently. Write labels, lists and captions. (Within support). Understand and use some vocabulary from stories/poems/non fiction. Write two words that rhyme. Use syllable skills to read mutli- syllabic words. Discriminate and name phonemes in middle of words. Write full name. Knows 10 common exception words. Write labels, lists and captions. Write a simple sentence including common expectation words. (Supported)</p>	<p>Name locality features on a simple route to the library. Describe and re-enact traditions from Chinese New Year celebrations. Name some other special buildings in our community and explain their function through role play and small world re-enactment. Awareness of how school buildings/transport have changed over time. Interpret Google Earth street view of the route between school and the library. Name features and navigate right and left turns on line. Identify similarities and differences between babies and four year olds. Describe how people change in the first four years of life. From around the world identify similarities and differences between four year olds and adults. Describe how people grow up and change. Describe the roles of significant adults in the community. Sequence the life of a baby bird from hatching to maturity. Tell the story of the life of David Attenborough</p>	<p>dance sequences to accompany songs in pairs or groups. Move rhythmically on the spot and travelling. Uses hands, hands or feet to mark the beat. Speak and act in role, demonstrating recall of the jobs of key members of the community. Retell episodes from a know story with dialogue using small world figures or puppets.</p>
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Which **words and phrases** do we want children to **recall and define** by the end of this block

<p>CLL Please, thank you Hello, goodbye My turn, your turn How are you? Before, after, now, next Who, what, why, when, where, how Today, tomorrow, yesterday Same, different Rhyme Friends, family Beginning, middle, end Because, and, but, or Healthy, unhealthy Doctor, nurse, firefighter, police, lifeguard Past, present, before, after, history</p>	<p>PD Balance, stack Thread, peg, sew Forwards, backwards, left, right Crawl, walk, roll, run Squash, squeeze, pinch, stretch, twist Pat, flat, cut, press, dough Together, join, separate Weave, over, under Skipping, obstacle course, climb, balance, apparatus Stop, start, fast, slow</p>	<p>PSED Emotions, happy, sad, excited, angry, worried, unwell, tired, confused Family, friends Likes, dislikes Healthy, unhealthy Hand wash, soap, toilet, flush, germs, clean Ready, safe, respectful Routine, register, maths, literacy, phonics, assembly, over and over, hometime Problem, solution Feelings, Staying safe online, Stranger danger</p>	<p>M More, less Now, next, after, before Same, more, fewer On, behind, under, beside Bigger, smaller Pattern Circle, curved, round, side Triangle, straight, 2D, point Forwards, backwards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Rectangle, square Together, combine Separate, split Night, day, morning, afternoon, bedtime Calendar, days, weeks, weekend Zero, all gone Numeral, Odd, even, Height, weight, length, capacity Sphere, cuboid, cylinder, cone Face, edge, vertices</p>	<p>L Story, rhyme, character, setting, plot Beginning, middle, end Dilemma, problem Kind, unkind, greedy, fussy, grumpy, brave, strong, strange, magical, fantasy, non-fiction, fiction Syllables, blend, segment Initial, first Rhyme, alliteration, phoneme, label, lists, captions, syllables, story, poem, non-fiction, sentence, letters, similar,</p>	<p>UW Autumn Winter Hibernate Habitat Nocturnal Stem/petal/leaf/ roots Tree/flower/plant Sun/rain/wind/snow Dark/light Clay, wet, cold, dry, hard, rough, smooth Past, present, future Building, home, house, room, kitchen, bathroom, bedroom Family members Light, shadow Materials School, church, library, shop, Post office, Metro, bank Winter, bare, snow, cold, frost, freezing, solid, liquid, frozen, features, shop, road, path, library, school, house, doctors, church, babies, grow, toddler, child, adult, baby bird, hatch, egg, chick, David Attenborough</p>	<p>EAD Paper, card Crayon, pencil, pen, felt pen, chalk, paint, draw Scissors, brush, thin, thick Straight, curved Join, glue stick, pva glue, split pin, tape Colour, mixing, light, dark, lines Create, make, improve Mix, predict, effects Pulse, beat, rhythm Clap, tap, stamp Perform, unison, loud, quiet, fast, slow, quick Overlapping, pitch, melodies, rhythm, instrument, dance, move, fabric, ribbon, clay, printing, sequence,</p>

Which visits, visitors and special experiences will we organise to secure children's knowledge ?

- Local Fire Brigade visit to show children the fire engine and talk about what they do.
- Walks in the local environment to identify special buildings
- Visit to library bus
- Children to research and create their own 'Victorian' Day - can we turn our classroom into a Victorian Classroom.
- Library bus visits
- Forest School
- Use of History Toy boxes from Discovery Museum

Which books will help children secure and think more deeply about the knowledge in this block?

Spring 1 People from the past

4th - 7th Jan - Re-calling christmas holidays / aspiration for New Year - "Mae Among The Stars"

10th - 21st Jan - "Little People Big Ideas"

24th Jan - 4th Feb - Peepo / Dogger and Google Earth

7th - 18th Feb - Little Red Riding Hood / Goldilocks / 3 little pigs / toys from the past

Half Term - 21st - 25th Feb

Spring 2 - People who help us

28th Feb - 4th March - World Book Day - Roald Dahl focus "The BFG"

7th - 18th March - Fire Fighters (British Science week 14th - David Attenborough) "Little People Big Ideas" and non-fiction books about People Who Help Us

21st March - 1st April - Nurses - Florence Nightingale <https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39>

4th - 8th April - The Story of Easter

Which strategies are we using to help our most vulnerable children deepen their knowledge this half term?

- S&L support in classroom
- Communicate in print to support language and vocabulary development and understanding
- Small groups
- Daily phonics
- Interventions to be delivered depending on need
- Forest School
- Thrive/Rainbow
- OPAL
- Regular communication with parents/carers
- Follow guidance given from outside agencies on Support Plan
- Daily check in - emotions
- Mini hub with targeted tasks
- Real life experiences - trips / visits / visitors to school

How will we enhance our continuous provision indoors to extend learning through independent enquiry?



How can we involve families in learning?

- Regular communication with parents/carers at drop off and hometime
- Sharing work and achievements on Seesaw
- Volunteers required for local walks to library, church etc
- Share pictures of when adults in their family were babies

How will we enhance our continuous provision outdoors to extend learning through independent enquiry?

Model and play games from the past eg: skipping games, ball games, clapping hand games, hopscotch, skittles etc
Soil, trowels , plant pots and bulbs so children can demonstrate how to plant bulbs and look after plants/flowers - flower shop in mud kitchen.

Materials and torches so that children can explore how light travels through different types of materials.

Which Characteristics of Learning will you be focussing on?

- Playing and Exploring - finding out and exploring
- Active Learning - involved and concentrating
- Creating and Thinking Critically