

Term : Spring	Project title: People who help us/ Careers and ambitions	Year group: Reception
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**Summary of the project block:**

This term we will look at the different people that help us in our lives eg: teachers, doctors and nurses, dentists, police officers & firefighters. We will discuss what they do and why they are important. We will look at where these people are situated in the local environment. The children will produce a non-fiction booklet about the different roles that we have looked at. We will be exploring different celebrations and traditions including Chinese New Year, Easter and Mothers Day.

**Context:**

Spring 1

- Week 1 10-13 January Who helps us? Teachers
- Week 2 16-20 January Doctors and Nurses
- Week 3 23-27 January Police officers
- Week 4 30-3 February Firefighters
- Week 5 6-10 February (Art/ DT week) Dentists - Children to design and make a healthy sandwich.
- Week 6 13-17 February (Career week) Look at other careers: hairdressers, shop workers, performers, coaches, metro drivers, deliver drivers, care workers

Spring 2

- Week 1 27-3 March What do you want to do when you grow up and why?
- Week 2 6-10 March Look at favourite areas in the classroom. What skills does that promote? (Geography deep dive)
- Week 3 13-17 March Being a role model. What makes a good person? Mother's day
- Week 4 20-24 March Aspirations and other ambitions: sporting, travel, collect
- Week 5 27-31 March 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><b>Communication and language</b></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><b>Physical Development</b></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><b>Personal, Social and Emotional Development</b></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><b>Expressive arts and design</b></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>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 dance sequences to accompany songs in pairs or groups.</p>
<p><b>Literacy</b></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</p>	<p><b>Mathematics</b></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</p>	<p><b>Understanding the world</b></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</p>	

<p>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. 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>routines Children show fingers all at once without counting An understanding of zero and all gone. Comparing two numbers to 5. 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>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 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>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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What **skills** are the children going to learn? How are these going to progress across the term?

CLL	PD	PSED	L	M	UW	EAD
<p>Children to use their knowledge of rhymes to support them in creating their own rhyming string.</p> <p>Children to build on their knowledge of writing sentences to further extend by using connectives.</p> <p>Children to build on their use of vocabulary within continuous provision and topics and begin to use more words independently.</p> <p>Children to gain confidence using talk 4 writing to retell the main events of stories and poems they know.</p>	<p>Children to continue to develop their fine motor control to cut with greater purpose: cutting simple shapes and more complex figures.</p> <p>They will continue to become more familiar with how to form letters and write these with greater fluency.</p> <p>Children to continue to develop a greater variety of movements in gymnastics and dance.</p>	<p>Children are becoming more familiar with school rules and routines.</p> <p>Children to become more tolerant and be more willing to share with others.</p> <p>They can become more articulate in resolving conflicts, sharing problems and discussing solutions with their peers.</p>	<p>In addition to recognising phonemes at the beginning of words, children to focus on the ending sounds also, progressing onto sounds in the middle of words.</p> <p>They will begin to recognise common exception words.</p> <p>They can identify words within compound words.</p> <p>Children to become more independent at writing labels, captions and lists related to things they produce in continuous provision.</p>	<p>Children to continue to develop their fluency with subitising to 5, flashing their fingers to show amounts.</p> <p>They will also understand '0' as a concept. They will recognise that larger amounts can have smaller amounts taken from them.</p> <p>Continue regular practise with time vocabulary.</p> <p>They will develop their use of mark making to include numbers to 10.</p>	<p>Children will develop their understanding of the wider world, describing changes to woodland and plants and travelling to further places.</p> <p>They will expand their knowledge of memory markers and key places.</p> <p>Children will develop their sense of self and show greater appreciation for a variety of careers and begin to consider future aspirations.</p>	<p>Children will develop their skills at critiquing their own artwork and models to consider how best they can improve them.</p> <p>They will develop their role playing abilities and confidence to retell a greater variety of stories: fiction and non-fiction.</p> <p>They will explore and experiment with primary and secondary colours.</p>

<p>Which <b>visits, visitors and special experiences</b> will we organise to secure children's knowledge ?</p> <ul style="list-style-type: none"> <li>Local walk</li> <li>Local park visit</li> <li>Forest School</li> </ul>	<p>Which <b>books</b> will help children secure and think more deeply about the knowledge in this block?</p> <p>In the reading area our books are topic related and are a selection of both fiction and non-fiction.</p> <p><u>Spring 1</u> Week 1 10-13 January Who helps us? Teachers Non-fiction book about teachers. Let's take over the nursery Week 2 16-20 January Doctors and Nurses Non-fiction book about Doctors and Nurses</p>
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- Teddy Bears Hospital
- Dentist
- Fire engine
- Police visit
- Metro driver

▶ The Berenstain Bears Go to the Doctor | English Children's Books | Bedtime Stories | Books for Kids

Week 3 23-27 January Police officers Non-fiction book  
 Week 4 30-3 February Firefighters Non-fiction book  
 Week 5 6-10 February DT - Dentists - Children to design and make a healthy sandwich.  
 Art day - Yayoi Kusama

[The Dot by Peter H Reynolds : a wonderful story about art and ...](#)  
[Yayoi Kusama for kids by Fausto Gilberti - YouTube](#)

Week 6 13-17 February (Career week) Look at other careers: hairdressers, shop workers, performers, coaches, metro drivers, deliver drivers, care workers

Spring 2

Week 1 27-3 March What do you want to do when you grow up and why?

▶ READ ALOUD "When I grow up" by Weird Al

Week 2 6-10 March Look at favourite areas in the classroom. What skills does that promote? (Geography deep dive)  
 Home - Alex T. Smith

Week 3 13-17 March Being a role model. What makes a good person? Mother's day

Week 4 20-24 March Aspirations and other ambitions: sporting, travel, collect

Week 5 27-31 March Easter - The Easter Story

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
- Regular communication with parents/carers
- Follow guidance given from outside agencies on Support Plan
- Daily check in - emotions
- NELI sessions delivered daily

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



How can we involve **families** in learning?

- Invite parents into sessions to show them how to support their children with letter formation and writing simple sentences.
- Regular communication with parents/carers at drop off and hometime
- Sharing work and achievements on Seesaw
- Weekly news reported on Seesaw with things that have happened in class as well as youtube links to stories read, rhymes learnt and tips and ideas for home learning.
- Volunteers required for local walks
- Sharing vocabulary with parents
- Weekly homework

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





Which **Characteristics of Learning** will you be focussing on? How will this be taught? How will you achieve this?

**Playing and Exploring**

Respond to new experiences that you bring to their attention- discuss activities and experiences with the children to ascertain their thoughts, feelings and opinions

Make independent choices- ensure children understand their role and expectations in the classroom and how to access the areas and activities independently and confidently

**Active Learning**

Participate in routines- daily timetables and consistent routines and expectations

Use a range of strategies to reach a goal- modelling behaviour and expectations and ask how and why questions to encourage independent problem solving.

**Creating and Thinking Critically**

Take part in simple pretend play - provide experiences of different settings, experiences and scenarios that children can use as an experience that can be adapted in their own imaginative play.

Know more, so feel confident about coming up with their own ideas - children to consider their prior knowledge and build upon what they already know. Children to reflect on their current understanding and begin to link ideas.

**Vocabulary** - Vocabulary to be put up in each area of the classroom for reference.

Areas of the continuous provision	Anchor words			Goldilocks words			Step on words. ( Chosen on MTP and picked according to topic)		
	2s	N	R	2s	N	R	2s	N	R
Writing	Arm Hands Finger	Pencil Mark Paper Draw Picture Colouring	Pencil grip Name Write Line Circle Sound Letter	Pencil Mark Paper Crayon Pen Thumb	Pencil grip Name Write Line Circle Sound Letter	Label Sentence Instruction List Full stop Finger space Capital letter			
Maths	More All gone Put Give Get	Tall Short Count Full Empty Less	Number Subitise Yesterday Size Set Shape Today Altogether	Next to On Top Roll Up Sort Count	Number Subitise Yesterday Size Set Shape Today Fewer	Sum Doubling Halving Total Addition/ Add Subtraction/ Take away			

Construction	Block Brick Car Train	Stack Make Duplo Build	Plan Design Model Plastic Wood Tallest Shortest	Build Small Big Make Duplo	Model Plastic Wood Plan Design	Purpose Critique Improve Successful Plan Feedback Construct Develop			
Water/Sand	Sand Water Wet Dig	Bucket Spade Fill Empty Scoop	Container Balances Sharing Compare	Bucket Spade Fill Empty Scoop	Container Balance Sharing Beaker Jug Sieve	Edge Solid Hollow Curved Compare			
Reading	Look Book Picture	Page Listen Book Story Back Front	Beginning Middle End Cover Words Predict	Page Listen Story	Beginning Middle End Cover Words Guess	Author Illustrator Characters Setting Question Opinion Imagine			
Investigation	Yes No Hot Cold	Use Look Feel Talk Smell Hard Soft	Explore Smooth Rough Spikey Shiny Bumpy	Use Look Feel Talk	Explore Smooth Rough Spikey Shiny Bumpy	Texture Predict Senses Manipulate Experiment			
Creative	Yellow Green Blue Red	Scissors Cut Glue stick Stick Paper Tape	Join Mix Model Decorate Material Card Spreader Join	Scissors Cut Glue stick Stick	Join Mix Model Decorate Material Card	Mould Technique Texture Resource Attach Creative Imagination			
Role Play	Mummy/Mammy Daddy Hello Thank you Bye	Baby Door Bed Sister Brother Cook Pan Spoon Knife Fork	Bedroom Kitchen Window House Clothes Table Chair Phone Oven Fridge Washing Machine	Baby Door Bed Sister Brother Cook Pan Spoon Knife Fork Blanket Pillow Cupboard	Bedroom Kitchen Window House Clothes Table Chair Phone Oven Fridge Washing Machine Family	Lock Cutlery Roof Magazine Costume Coat hanger Mirror Baking Spatula Wisk			