

Reception

Spring 1

## People Who Help Us

### Cold Climates and Winter

#### Communication and Language

Play with words and “funny” rhymes, including “add your own word” rhymes.  
Participate in very familiar stories as choric speech between narrator and characters.  
Add connectives on the end of simple responses to include detail or causative extensions.  
Recall and define specialist vocabulary for the half term

#### Personal Social, Emotional Development

Articulate the rationale for school regimes and expectations.  
Work in a small group on tasks like turn-taking games.  
Articulate simple problem solving approaches.  
Make healthy snacks.

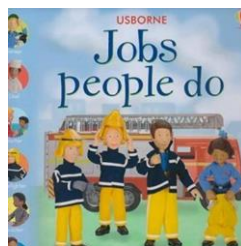
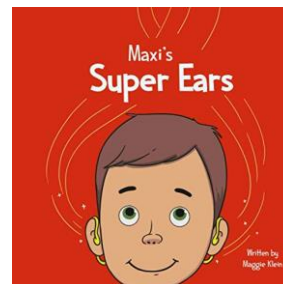
#### Physical Development

Weave, thread and tie using a range of different materials.  
Use small hammers accurately to create homes for animals in the winter.  
Recognise body changes during exercise.  
Carry and control small equipment  
Travel across simple obstacle courses

#### RE

In RE we will be learning about celebrations and why we celebrate. We will be focusing on celebrations that occur in our community. We will also be beginning our learning around gathering and discussion the important times we gather together.

#### Books we will use:



#### Understanding the World

Describe the roles of significant adults in the community.  
Describe changes to trees and woodland plants in winter.  
Name locality features on a simple route to Ashfield Court.  
To show an understanding of the different ways people can help us.  
Describe and re-enact traditions from Chinese New Year celebrations.

#### PSHE & RSE

In PSHE and RSE we will be focusing on how we have been created and are loved by others. We will build upon our about relationships with family and friends and discuss the importance of healthy relationships with others.

#### Literacy

Recall key elements of books they have heard and read.  
Express preferences for books.  
Learn word play rhymes and more complex nursery rhymes.  
Monster Phonics Term 2  
Read simple phonically regular captions and sentences.  
Write simple sentences with regular words,

#### Maths

To subitise to 5 using structured and random arrangements. To explore patterns with numbers greater than 5. To find one more of a group. To begin to count orally to 20.  
To represent quantities with numbers between 5 and 10. To order numbers to 10. To orally recall parts of a number to 5 (number bonds) To explore the composition of number 6, linking with patterns.  
To begin to understand that numbers to 5 and made from '5 and abit' To identify when sets are showing equal amounts. To represent with resources equal and unequal sets. To know 2D shapes and be able to talk about their properties. To be able to select and rotate shapes building an awareness that shapes can have shapes within them.

#### Expressive Art and Design

To develop their own ideas and then decide which materials to use to express them. To join different materials and explore different textures. To be able to use simple wood work tools. Explore the range and capabilities of voices through vocal play. Develop a sense of beat by performing actions to music.

**Continuous Provision**

- Post office role play area to act out job roles of people in the community.
- Hammers and nails to create shelters for animals
- Snow and winter materials – ice to explore
- Threading and weaving resources.
- Healthy and not healthy resources in the home corner.
- Pastels for colour mixing
- Musical instruments to practice rhythm and percussion.
- A range of 'People Who Help Us' fancy dress costumes to role play jobs.
- Chinese New Year creative activities.

**Visits, Visitors and Experiences**

- Parent visit to talk about their jobs.
- Visits to Ashfield court
- Stay and Play session

**Family Engagement**

- Tapestry for home activities
- Sharing stories, reading and practicing words.
- Stay & Play and Cake Raffle
- Parents to come and talk to the children about their jobs.

**SEND and Disadvantaged Children**

- Pre-teaching some vocabulary around winter and people who help us.
- Exposure to a range of books and role play resources to learn about jobs.
- Easy grip mark making tools and sensory activities.
- Additional time for sensory sessions to encourage mark making.

**Words and Phrases we will use:**

Communication and Language	Personal, Social Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
I think... It could be... It might be... Instructions Sentences	Challenges, Perseverance, Jobs, Responsibilities, Taking turns, Being polite, Manners, Help	Reach, Stretch, Weight, Slide, Slither, Apparatus, Control, Link, Pattern, Mould, Squeeze, Formation	Diagraph, Tri-graph, Non-fiction, Title, Label, Explain	Numbers to ten, Composition, Equal, Unequal, Double, Numerals  <i>Is it still... Why?</i> <i>Is there another way?</i> <i>Can you show me?</i>	Winter, Diet, Chinese New Year, Chinese dragon, Snow, Frost, Cold, Ice, Change, Dark, Hibernate, Help, Community, Jobs, Work, Support, Fire Fighters, Police, Nurses, Doctors, Vets. Language specific to each job role.	Joining, Rolling, Folding, Stencils, Decorating, Dabbing, Sponging, Moving, Split pins, Wheels, Orchestra, Echo, Verse, Chorus, Syncopation, High sounds, Lower sounds