

Planning Spring Term 2020 - 21

Whalton Primary School Early Years Foundation Stage

Theme: Near and Far / Easter

Areas of Learning	In Reception we are likely to...
<p>Personal, Social and Emotional Dev <i>Making relationships</i> 40 -60 Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>ELG: 8 Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self- confidence and self-awareness Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.</p> <p>ELG 6: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><i>Managing feelings and behaviour</i> 40 -60 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>In Reception we are likely to...</p> <p>Continuing to learn about ourselves and others: <i>What makes us unique</i></p> <ul style="list-style-type: none"> • PSHE theme of 'What helps us to keep healthy' • How we feel and why we feel like that and what we can do about this. • What we like to do, and things we don't particularly like • What we think we are good at • What we think we are not so sure about <p>We will be continuing to practise:</p> <ul style="list-style-type: none"> • Playing with our friends and our family members • Learning to say sorry if we have made anyone sad or cross, and trying to understand what we could have done so this wouldn't happen. • Understanding that we are different • Being brave – talking in a group/ trying something new/ explaining to a friend or adult if we need something. • Talking about ourselves and listening to others • Remembering please and thank you. • Working on our own or with our family. • Being aware of others around us and how we can help them. <p>Learning through 'Near and Far': We will consider people from other countries with a special focus on countries in Africa. We will identify similarities and differences between our familiar world and theirs</p> <p>Learning through Easter/ RE: Stories about Palm Sunday and Easter</p>

ELG: 7 Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Good Samaritan and other stories Jesus told

Looking at our school Core Values

We will be considering the different feelings of ourselves and others.

Consider how sometimes our behaviour can make people feel sad/ cross.

The idea of love; who we love and who loves us.

Thinking about how we can help people if they are not happy, lonely or isolated.

To hear and retell the story of Palm Sunday from the Bible.

Thinking about how different people might be feeling, linked to the story of 'The Good Samaritan' and within parts of the Easter story.

Take part in an Easter service

Consider why Easter is important to Christians

Learning through other areas:

Adapting to Home Learning if it occurs

New PE sessions in Gymnastics/ Ball-skills

Commando Joe missions themed around 'Simba and the Lion King'

Communication and Lang

Listening and attention

40 – 60

Maintains attention, concentrates and sits quietly during appropriate activity.

- Two-channelled attention – can listen and do for short span.

ELG 1: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

40 – 60

- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

ELG 2: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

40 – 60

- Extends vocabulary, especially by grouping and naming, exploring the

Generally in school and during Home Learning we will:

- Begin to understand the importance of listening
- Listen to our friends' and family's ideas and thoughts during our talking times
- Talk about those things that are important to us, and learn when we should wait to explain our thoughts.
- Have experience of listening to different types of genre: stories/ poems and rhymes/ information texts
- Having fun making changes to familiar stories or rhymes/ creating our own poem.
- Have the opportunity to talk about stories/ events and whether we like them/ find them interesting and why
- We will be developing our concentration skills during the activities we are asked to undertake/ making good choices and developing our own ideas.
- Being challenged to keep going on tricky task and learn that making mistakes is okay.

Learning through Easter/ RE theme 'Jesus is special' and Easter – 'Salvation'

Have opportunities to link with our friends and family as we:

Talk about the different parts of the Easter story.

Re-enact various bible story scenarios: The Good Samaritan/ Palm Sunday.

Share our own experiences of Easter, and what is important/ exciting for us.

meaning and sounds of new words.
 • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
 Uses language to imagine and recreate roles and experiences in play situations.
ELG 3: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Take part in an Easter Service.
 Share stories books linked to Easter (both Christian and secular)
 Share and experience vocabulary linked to the Church and Easter
 Listen to Stories from the Bible and other faiths.
 Mothering Sunday: Opportunity to talk about what things mothers might do now/ in the past and in the future.
Learning through 'Near and Far' – History/ Geography/ Science
 Talking about our environment – linking what we know about our village and how it is different and similar to other parts of the world, especially African countries.
 Talking about different jobs people do and discovering jobs we don't know about.
 Talking about what we would like to do when we are an adult.
Role Play:
 This is the perfect setting to further expand and develop our communication and language skills as we create storylines and link with others to develop them.
 The Commando Joe missions allow us to link with others around us to achieve the set tasks through good communication and listening skills.

Physical Development
Moving and handling
 40 – 60
 Jumps off an object and lands appropriately.
 • Travels with confidence and skill around, under, over and through balancing and climbing equipment.
 • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
 • Uses simple tools to effect changes to materials.
 • Handles tools, objects, construction and malleable materials safely and with increasing control.
 Begins to use anticlockwise movement and retrace vertical lines.
 • Begins to form recognisable letters.
 • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
Health and self-care
 40 – 60
 • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
 • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Generally in school and during Home Learning we will be:
 Encouraging the children to identify risks/ and manage these risks
 Ongoing learning of the importance of self-care: hand-washing/ coughing/ sneezing/ antibacterial gel – keeping ourselves healthy
 Specific PE learning: Gymnastics / Ball-skills/ yoga
Gymnastics –

- Exploring how our body can move in different ways, showing control and purpose
- Have opportunities to use different equipment to move on and around.
- Practise climbing with safety and coordination
- Make choices and experiment with how best to move.

Ball-skills:
 Practicing controlling balls in a variety of ways – catching / rolling/ throwing
 Join in with group games/ challenges.
 Listen carefully to instructions.
Commando Joe – team work challenges
Learning through 'Near and Far'
 There will be many opportunities to cut, glue, write, colour, paint..
 Use tools in their Art and Design activities

	<p>Through Easter Activities Creating Easter card/ gifts giving opportunities to use variety of tools and techniques.</p> <p>Specific Handwriting: Linking with Literacy with opportunities to write using pens/ pencils/ paint / chalk – indoors and outdoors There will be specific time spent on continuing to develop our fine motor skills/ cutting/ handwriting</p> <p>PSHE This will develop our learning linked with keeping ourselves safe and making good health choices.</p>	
<p>Literacy Reading 30 - 50 Shows awareness of rhyme and alliteration. 40 – 60</p> <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>ELG 9: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing 40 – 60 Can segment the sounds in simple words and blend them together.</p> <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. <p>ELG 10: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Generally we will: Continue to share a variety of books together Talk about: author’s / illustrations/ Cover/ Text Talk about what we think about the characters and the decisions that they make Talk about the exciting words that are used/ consider different words that could also be used Have opportunities to link with a range of stories/ poems/ information text s Look at the phonemes/ words we can see in the text Discuss differences in how letters might look in different print Ongoing work on L to R writing/ reading</p> <p>We will have opportunities to write using our phonemes/ diagraphs/ tricky sight vocabulary.</p> <p>We will help our writing development by building up the strength in our upper body: crawling/ climbing/ shooting balls/ throwing/ ribbon work We will have opportunities to practise our fine motor moves and be encouraged to hold tools correctly – pencils/ brushes/ scissors Talk about what they have drawn and written.</p> <p>Continue to develop a brave attitude to having a go with their sound use in writing. We will continue to use writing for labelling, caption writing as well as starting to creating simple stories. There will be opportunities to read and order such things as</p>	<p>Phonics: Continue to: Looking at rhyme/ alliteration Using body percussion/ vocal sounds Practise listening skills/ comparing identifying odd one out</p> <p>Following planning from Read Write Inc. Continued practice of phonemes Set 1 and 2 sounds Develop reading using Red Ditty books Alphabet song / letter names learning</p> <p>Continue practising hearing sounds in words Verbalising the sounds they hear in words – ‘Segmenting’ Practicing hearing sounds and ‘blending’ them together to make words. Opportunities for brave writing, using the sounds we know. Continue to consider how we place our writing on the page. Looking at and practicing how letters are formed - still using large motor arm movements alongside finer/ smaller moves. Learn specific sight words – Humpty</p>

	<p>instructions or rules for keeping safe Learning an alphabet song/ rhyme. Linking names and sounds of phonemes Talk about capital/ lowercase letters and how they are linked. RE: Caption/ label linked to characters in Easter story Large movements with re-enactment of stories</p>	<p>Dumpty list/ sight words – RWI/ Pm scheme linked coloured word lists. As individually appropriate children will be introduced onto the school's PM reading scheme to include picture books for story creation/ phonic book/ sight word learning. Specific look at: Story writing/ recount/ poster/ instructional writing</p>
<p>Mathematics Numbers 40 - 60 Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>ELG 11: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measure 40 – 60. • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</p>	<p>Easter Pattern making – eggs Days in lent Events of Holy week – 7 days Easter egg hunts – positional clues/ identifying numbers to be found. Pancake racing – timing</p> <p>Learning through 'Near and Far' Opportunities to learn about: 2D shape – African repeating pattern designs Use of the book 'We all went on Safari' to continue our number recognition/ 1:1 correspondence within 10</p> <p>Looking at and recording our birds around our near environment: using vocabulary of size/ ways of recording information</p> <p>Our continued look at how the Seasons change will give us the opportunity to: Look at temperatures inside and outside Consider how thermometers show this. Learn about missing numbers on a number-line</p>	<p>Specific number using White Rose Maths:</p> <ul style="list-style-type: none"> • practise counting up and back • count starting from different numbers • practise identifying our numbers: 1 – 5/ 0 – 10/ 0 – 20 / 20 – 30 + - individual differentiation • be given the opportunity to use our numbers to answer questions • use a variety of objects/ actions to improve our 1:1 correspondence • practise matching numerals to groups of objects • practise accurately getting the correct number of items out of a group • estimation ideas • use vocabulary linked with measures of length and capacity • compare groups of objects and talk about how they are the same or different • practise of forming the numbers correctly 1 – 10 • consider practical opportunities to practice 'halving' objects/ numbers • practise 'doubling' of objects/ numbers • practise 'sharing' out objects (Division) <p>Use Numicon equipment across number work and within measures to support and establish concepts</p>

- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Orders and sequences familiar events.

Understanding the World

People and communities

40 – 60

- Enjoys joining in with family customs and routines.

ELG 13: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world

40 – 60

- Looks closely at similarities, differences, patterns and change.

ELG 14: Children know about similarities and differences in relation to *places, objects, materials* and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

40 – 60

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

ELG 15: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

Exploring and using media and materials

40 - 60

British Values:

Valentines/ Shrove Tues/ St George's/St Patrick/ Easter

Also look at Chinese New Year (the Year of the Ox) – compare with our New Year celebrations

Easter/ RE:

Talk about our Christmas' – our uniqueness

Epiphany – review Christmas story

Taking part in an Easter Celebration

Hearing a variety of stories linked with Easter/ biblical non biblical

Talking about what they know about Easter/ why do we celebrate Easter/ other celebrations that we have/ Compare what our families do at Easter

Learning through :‘Near and Far ‘

Observe our environment through caring for the birds. Identifying the birds we see.

Use our previous knowledge of our local area both from our knowledge of our wildlife and work on Whalton village, to compare and contrast with a country in Africa.

Identify similarities and acknowledge the differences.

Use story books to engage with learning and reflect on the comparison to real life in Africa.

Explore hot and cold climates and consider how this affects the people and environment.

Science:

Looking at Winter and the changes that are taking place outside as we head into Spring.

Make comparisons with other Seasons we have learnt about.

Make observations of plants and how they grow and change

Identify different parts of plants

ICT:

Use Beebots or other programmable toys. Programme them to move from one place to another

Use School 360 to link with different learning opportunities.

Continued us of iPads; engaging in interactive games and the taking of photos

Learn to log on and off of computers and understand about keeping safe while using them

Name their trusted adult and understand when to talk to them.

Learning through ‘Near and Far’

Consider the colours of our bird and wildlife both close to home and in a different part of the

Experiments to create different textures.

- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Being imaginative

40 – 60

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

world.

Use colour wash techniques to create sky scenes

Explore the effect of silhouettes

Use books linked to Africa to inspire pattern and colour

Design and create your own animal masks/ African inspired fabric...

Create information books: what is hiding behind/ animals and birds

Use various mediums– playdough/ clay/ fabric/ wood...

Role play:

Use role play to inspire our creativity and development of story: journeys across the world/ travel agents/ passports...

Easter

Creating for Easter – cards

Music: sad/ happy

Colours: sad/ happy

Movement: sad/ happy

Creating different emotions

Re-enacting Easter story/ considering sensory aspects of story – sights/ smells/ sounds

Make moving effects – Jesus riding on a donkey

Music including Charanga –

Listen to different music - appraisal

Hearing and moving to a pulse

Listening to and copy cat rhymes/ copy cat singing

Opportunities to use various instruments: body percussion/ vocal percussion/ untuned percussion/ chime bars to create variety in sounds

Opportunities to perform in front of audience / peers