

Planning Spring Term 2021 - 22

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</p> <p>Self-regulation:</p> <ul style="list-style-type: none"> -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -Understanding gradually how others might feel. -Develop appropriate ways to be assertive. -Talk with others to solve conflicts. -Identify and moderate their own feelings socially and emotionally. -Think about the perspectives of others <p>Managing Self:</p> <ul style="list-style-type: none"> -Increasingly follow rules, understanding why they are important. -Manage their own needs <p>Building Relationships:</p> <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. -See themselves as a valuable individual. -Express their feelings and consider the feelings of others. 	<p>Continuing to Learn about ourselves and others:</p> <p><i>What makes us unique</i></p> <ul style="list-style-type: none"> • PSHE theme of ‘What helps us to keep healthy’/ ‘What can we do with money’ • 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 are not so sure about • Understanding about what money is • Thinking about things we ‘need’ and things we ‘want’ <p>We will be continuing to practice:</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’:</p> <p>We will consider people from other countries with a special focus on the Arctic/ antarctic. We will identify similarities and differences between our familiar world and theirs</p>

	<p>Learning through Easter/ RE: We will listen to stories about Palm Sunday and Easter We will listen to stories linked to Jesus' life</p> <p>Looking at our school Core Values We will continue to considering the different feelings of ourselves and others. We will consider how sometimes our behaviour can make people feel sad/ cross. We will think about the idea of love; who we love and who loves us. Thinking about how we can help people if they are not happy, or lonely /isolated. Take part in an Easter service (- COVID permitting) Consider why Easter is important to Christians</p> <p>Learning through other areas: New PE sessions in Gymnastics/ Ball-skills - football Continue with our Commando Joe missions</p>
<p>Communication and Lang Listening, Attention and Understanding <i>-Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</i> <i>-Understand 'why' questions, like: "Why do you think the caterpillar got so fat?".</i> -Ask questions to find out more and to check they understand what has been said to them. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -Learn rhymes, poems and songs. -Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p> <p>Speaking <i>-Use a wider range of vocabulary.</i> <i>-Use longer sentences of four or six words.</i> <i>-Use talk to organise themselves and their play: "Let's go on a bus... you sit</i></p>	<p>Generally in school we will:</p> <ul style="list-style-type: none"> • 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 retelling familiar stories as well as 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. <p>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. Reinact various bible story scenarios: The Good Samaritan/ Palm Sunday. Share our own experiences of Easter, and what is important/ exciting for us. 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</p>

there... I'll be the driver".

-Describe events in some detail.

-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

-Develop social phrases.

-Use new vocabulary through the day.

-Use new vocabulary in different contexts.

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 environment how it is different and similar to other parts of the world, especially the Arctic/ Antarctic countries.

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.

We will be able to practise the socially expected ways of communicating with others.

The Commando Joe missions allow us to link with others around us to achieve the set tasks through good communication and listening skills. Solving the problems within each mission

Physical Development

Gross Motor:

-Start taking part in some group activities which they make up for themselves or in teams.

-Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to walk, crawl or run across a plank, depending on its length.

-Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

-Combine different movements with ease and fluency.

-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.

Fine Motor:

-Use a comfortable grip with good control when holding pens and pencils.

-Develop the foundations of a handwriting style which is fast, accurate and efficient.

Health and Self-Care:

-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

-Further develop the skills they needs to manage the school day successfully:

Generally in school 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.

We will learn about medicines.

We will talk about making healthy choices for ourselves

Specific PE learning will link to: Gymnastics / Ball-skills - football

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.
- Practice 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 continued

Learning through 'Near and Far'

There will be many opportunities to cut, glue, write, colour, paint to undertake the variety of tasks set

Use a variety of tools in their Art and Design activities

Through Easter Activities

Creating Easter card/ gifts giving opportunities to use a variety of tools and techniques.

<ul style="list-style-type: none"> - Lining up and queuing - Mealtimes - Personal; hygiene <p>-Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>-Make healthy choices about food, drink, activity and tooth brushing.</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</p> <p>Word Reading:</p> <p>-Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>-Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book <p>Page sequencing</p> <p>-Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound. • Able to complete a rhyming string. • Begin to use sound buttons to identify how many sounds are in a word. • Can identify words with the same initial sound for single sounds. <p>-Recognise all taught Set 1 sounds, including some diagraphs: th, sh, ch, ng, nk.</p> <p>-Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>-Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>-Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p> <p>Comprehension:</p> <p>-Ask questions about the book. Make comments and shares their own ideas.</p> <p>-Develop play around favourite stories using props.</p>	<p>Generally we will:</p> <p>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 practice our fine motor moves and be encouraged to hold tools correctly – pencils/ brushes/ scissors We will talk about what has been 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, verbally and with writing. There will be opportunities to read and order such things as instructions or rules for keeping safe Learning an alphabet song/ rhyme.</p>	<p>Phonics:</p> <p>Continue to: Looking at rhyme/ alliteration Using body percussion/ vocal sounds Practice 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 practicing hearing sounds in words Verbalising the sounds they hear in words – ‘Segmenting’/ using sound buttons 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. Introduce formation of capital letters Learn specific sight words – Humpty Dumpty list/ sight words – RWI/ Pm</p>

<p>-Answer questions about a text that has been read to them.</p> <p>-Begin to predict what might happen next in a story.</p> <p>-Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>-Seeks familiar texts or stories to re-read in the book area.</p> <p>-Requests favourite stories and poems for example during Vote for a story.</p> <p>Writing:</p> <p>-Write some or all of their first name.</p> <p>-Begin to write initial sounds as captions for drawings.</p> <p>-Use some of their print and letter knowledge in early writing such as a pretend shopping list.</p> <p>Physical Development</p> <p>-Use one handed tools such as scissors.</p> <p>-Use a comfortable grip with good control when holding pens and pencils.</p> <p>-Begins to form lowercase letters and capital letters correctly</p> <p>-Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>-Write short sentences with words with known sound- letter correspondences.</p> <p>-Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>Physical Development</p> <p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>-Begin to use tripod grip</p>	<p>Linking names and sounds of phonemes</p> <p>Talk about capital/ lowercase letters and how they are linked.</p> <p>RE:</p> <p>Caption/ label linked to characters in Easter story</p> <p>Large movements with reenactment of stories</p> <p>We will consider vocabulary linked to these biblical stories</p>	<p>scheme linked coloured word lists.</p> <p>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.</p> <p>Specific look at: Story writing/ recount/ poster/ instructional writing</p>
<p>Mathematics</p> <p>Number:</p>	<p>Easter</p> <p>Pattern making – eggs</p>	<p>Specific number using White Rose Maths:</p> <ul style="list-style-type: none"> • practice counting up and back

-Develop fast recognition of up to 3 objects, without having to count them individually.

-Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.

-Know that the last number reached when counting a small set of objects, tells you how many there are in total ('cardinal principle').

-Look at small quantities in familiar patterns - for example a dice - and random arrangements, saying how many they can see.

-Use 5 frames and 10 frames to become familiar with the tens structure of the number system.

Talk about how many spaces are filled or unfilled.

-Link the number symbol (numeral) with its cardinal number value.

Numerical Patterns:

Solve real world mathematical problems with numbers up to 5.

-Compare quantities using language 'more than', 'fewer than'.

-Estimate and guess how many there might be before counting.

-Distribute items evenly from a group.

-Understand the 'one more than/one less than' relationship between consecutive numbers.

-Count beyond 10, noticing patterns within the structure of counting.

Shape:

-Discuss routines and locations using words like 'in front of' and 'behind'.

-Make comparisons between objects relating to size, length, weight and capacity.

-Combine shapes to make bigger ones - an arch, a bigger triangle etc.

-Begin to describe a sequence of events, real or fictional, using words such a

-Describe a familiar route and the order of things seen on the way.

Days in lent

Events of Holy week – 7 days

Easter egg hunts – positional clues/ identifying numbers to be found.

Pancake racing – timing

Learning through 'Near and Far'

Opportunities to learn about:

2D shape – special awareness/ packing a suitcase/ creating aliens and planets

3D shape – creation of rockets/ planets

Use of themed books to continue our number recognition/ 1:1 correspondence within 10

Looking at and recording our birds around our near environment: using vocabulary of size/ ways of recording information

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

- count starting from different numbers
- practice 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
- Use 5 and 10s frames to show and compare numbers
- Practice matching numerals to groups of objects
- Practice accurately getting the correct number of items out of a group
- Continue to practise estimation
- Use vocabulary linked with measures of length and capacity
- Compare groups of objects and talk about how they are the same or different
- Practice of forming the numbers correctly 1 – 10

Use Numicon equipment across number work and within measures to support and establish concepts

-Compare length, weight and capacity.

-Continue, copy and create repeating patterns.

Understanding the World

Past and Present:

-Begin to make sense of their own life story and family's history.

-Compare and contrast characters from stories, including figures from the past.

People, Culture and Communities:

-Continue developing positive attitudes about the difference between people.

-Shows an interest in difference occupations.

-Understand that some places are special to members of their community.

-Recognise that people have different beliefs and celebrate different times in different ways.

-Recognise some similarities and differences between life in this county and life in other countries.

The Natural World:

-Plant seeds and care for growing plants.

-Understand the key features of the life cycle of a plant and an animal.

-Begin to understand the need to respect and care for the natural environment and all the living things.

-Describe what they see, hear and feel whilst outside.

-Understand the effect of changing seasons on the natural world around them.

-Recognise some environments that are different to the one in which they live.

British Values:

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

Consider different celebrations of New year/ consider different times New year is celebrated including Chinese New Year (the Year of the Tiger) – compare with our New Year celebrations

Easter/ RE:

Talk about our Christmas' – our uniqueness

Epiphany – review Christmas story

Take part in an Easter Celebration

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

Talking about what they know about Easter/ why do Christians 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 Walton village, to compare and contrast with the Arctic/ Antarctic .

Identify any similarities and acknowledge the differences.

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

Explore the idea of cold climates and consider how this effects the people, animals 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.

Expressive Arts and Design

Creating with Materials:

-Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

-Draw with complexity and detail, such as representing a face with a circle and including details.

-Use drawing to represent ideas like movement or loud noises.

-Return to and build on their previous learning, refining ideas and developing their ability to represent them.

-Create collaboratively, sharing ideas, resources and skills.

-Develop storylines in their pretend play.

Being Imaginative and Expressive:

-Listen with increased attention to sounds.

-Respond to what they have heard, expressing their thoughts and feelings.

-Remember and sing entire songs.

-Play instruments with increasing control to express their feelings and ideas.

-Sing in a group or on their own, increasingly matching the pitch and following the melody.

-Explore and engage in music making and dance, performing solo or in groups.

-Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

-Listen attentively, move to and talk about music, expressing their feelings and responses.

Learning through 'Near and Far'

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

Use colour wash techniques to create sky/ ocean scenes

Use books/ pictures linked to the Arctic/ Antarctic to inspire art

Design and create your own animal masks

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

Use various mediums– playdough/ clay/ fabric/ wood/ large construction including boxes...

Role play:

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

Easter

Create for Easter – cards

Music: sad/ happy

Colours: sad/ happy

Movement: sad/ happy

Creating different emotions

Reinacting 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/ soundscapes

Opportunities to perform in front of audience / peers