

Reception Planning Term 3b – People Who Help Us			
Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Build constructive and respectful relationships. Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of ‘screen time’- having a good sleep routine- being a safe pedestrian. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read a few common exception words matched to the school’s phonic programme.
<p>How</p> <ul style="list-style-type: none"> Daily rules, - encouraging children to remember what rules they are or are not following. Visual planner for daily routines – children to manage. Adults modelling and supporting play – focus on all children considering the needs of others. Magic Bag and Rhythm time. Circle Time: Changes. Modelling considering how other children feel e.g. stopping and asking other children if they are okay. Transition from Nursery to Reception, and Reception to Year 1 - transition days. Smiley time – rewarding kindness and thinking of others where possible. Introduce learning pit in relation to characteristics of effective learning. Extra mile with other children and staff. All about us for their Year 1 teacher. Snack and Chat Mood week - different feelings and how to handle it. 	<p>How</p> <ul style="list-style-type: none"> Listening rules/ Speaking rules – modelled and encouraged where possible. Using the talking sticks. Adults - four comments and a question. Snack and Chat – encourage children to ask questions, model questioning. Specific vocabulary see planning. Attention and Listening interventions. Vocabulary interventions - Rhythm Time. Academic vocabulary and Key topic words explained and modelled. Speech and Language intervention. Encouraging children to ask the adults a question when modelling social greetings. NELI interventions Story interventions Performing one of our favourite stories. Continue the speech bubbles for display. Morning questions including asking others questions. Doctors Surgery in role play area. Interview people who help us - police, midwife. Meet new teachers. 	<p>How</p> <ul style="list-style-type: none"> PE planning – Throwing and Catching / Sports Day. Fine Motor groups/interventions see planning. Dough disco and pen disco. Independence with zipping own coat and shoes on correct feet. Children independently using water cooler and asking for drinks. Supporting children with using knife and fork independently. Outdoor provision – den building. Paintbrushes on wall outside. Parachute games. Cutting job in independent job trays. Talk about children going out when they can, making that choice and exerting themselves. Gross motor interventions – outside planning. Outdoor activity planning. Continuing writing, art and playdough areas for specific fine motor skills. Carpet time posture and when at writing table. Let’s get physical – Friday walk/exercise session. Superheroes - how do the move (fast/slow). 	<p>How</p> <ul style="list-style-type: none"> Daily Storytime -see planning. SPAG – Capital letters and full stops. Daily phonics sessions (Miskin scheme). Phonics 1:1 sessions. Daily Literacy/writing sessions. Daily registration writing: 1x full name practise, 2x paper whole name, 2x answering question (introduce question). Story baskets in story area and modelled in literacy time. Story interventions using big bags and big books. Book Talk sessions with Mrs Booth. Writing opportunities, including date, lists, letters, stories, story maps. Using sound mat in all writing areas. Red words in writing areas, literacy and frequently referred to. 7 Favourite stories - retelling and add online Phonics station focusing on reading words, sentences, red words. Fine motor interventions. Library session Angie Jakes Story mapping and stamina for writing. Comics.
Mathematics	Understanding the world	Expressive Arts and Design	Key Vocabulary/ Questions
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Understand the ‘one more than/one less than’ relationship between consecutive numbers. Compare length, weight and capacity. Automatically recall number bonds for numbers 0–5 and some to 10. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Talk about peoples roles in society. Talk about members of their immediate family and community. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Children enjoy and share each other’s creations. 	<p>Topic</p> <p>Police officer, fire fighter, paramedic, doctor, nurse, dentist, lolly pop person, teacher, ambulance, fire engine, shop worker, safe, dangerous, seat belt, emergency services, superhero, hospital, taxi driver, vicar, vet, midwife, road worker, mountain rescuer, lifeguard, stranger, teacher.</p>
<p>How</p> <ul style="list-style-type: none"> Daily routine using visual timetable. Weekly maths vocab. Writing the day, month and year - children independently. Class attendance Numicon scheme activity cards 11 - 18. Adult-led maths activities. Independent activities. Vocab in construction, water and sand 	<p>How</p> <ul style="list-style-type: none"> Outdoor planning/ Friday walk talking about seasons. Continue to discuss welcome display – looking at where we come from. Walk in local area - trip/picnic. Timeline continue. Interview Police, Nurse, Vicar, Mrs Lyons. Sports Day - famous athletes. Walk to Cross flats Park/church - with picnic. 	<p>How</p> <ul style="list-style-type: none"> Snack and Chat - share work and discuss. Tell stories and use music to think creatively. Instruments and dance equipment on stage. Singing time and rhythm time. Mr Duffy music session. Observational drawings. 	<p>Key Questions</p> <p>Can you think of someone who helps you? How do they help you? How do you help people?</p>

- Questions on displays.
- Add to maths display - making numicon shapes with objects - RD - one more one less, RS – number bonds to 10.
- Outdoor – numicon outdoor and fitness PE planning.
- Maths area – numicon shapes, making teens, repeating pattern, pegs and numerals, subitising to 10, using ten frames, ordering, estimating.
- Introduce maths challenge in maths area.
- Tidy uptime – use of timer – discuss three/one minute timer.
- Smiley face time – How many have you got, What is your total, How many altogether, refer to the numerals, lay smilies in numicon shape.
- White Rose maths for greater depth.

