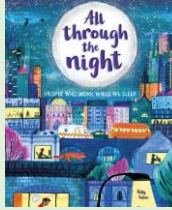
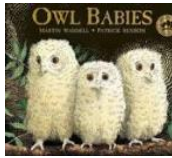
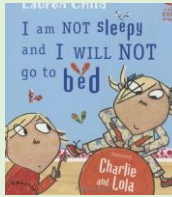


Reception Class Spring 1: What Happens When I go to Sleep?

Why do some people work at night? Why are there stars in the sky at night? Does everyone go to bed at the same time as me? These questions will be explored and more in this project about night time.



	Communication and Language	Personal, social and emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive Arts and Design	R.E
Week 1 and 2 All Through the Night- People Who Help Us 	<ul style="list-style-type: none"> To listen carefully to non-fiction texts and answer questions about the problems faced in the book and who they can ask for help to overcome the problems To answer questions about facts they have learnt from non-fiction texts. Discuss events in detail- school trip to the fire station. 	To see them-selves as a valuable individual and build resilience. <ul style="list-style-type: none"> What would you like to be when you grow up? Listen to each other's ideas Demonstrating care when role playing 	PE- Gymnastics: Introduction to high Introduction to low To Revise and refine fundamental movement skills- walk, roll, crawl, jump etc. To combine different movements with ease High, Low, Over, Under- balancing and moving in a fluent style to make simple routines. To develop small motor skills and develop the foundations of a handwriting style To use core muscle strength to develop good posture <ul style="list-style-type: none"> Make emergency vehicles from junk Balancing on scooters Junk modelling Handwriting linked to Jolly Phonics 	Phonics- To read and reread words and books containing known graphemes: ai, j, oa, ie ee,or, z, w Literacy: <ul style="list-style-type: none"> Research different roles of people who help us. Read Sentences and match to correct job To write short sentences with words with known sound- letter correspondence. <ul style="list-style-type: none"> Recount a trip to the Fire Station 	To compare numerals with amounts To compare numbers To explore the composition of numbers To say how many there are after counting To say numbers in order and match numbers names to objects <ul style="list-style-type: none"> Introduction to zero, None the number Comparing numbers to 5, noticing that one quantity can be more, the same or less than another Composition of 4 and 5, noticing that numbers are made up of smaller numbers 	To talk about members of their immediate family and the community. To name and describe people who are familiar to them. <ul style="list-style-type: none"> Similarities and differences of the roles of people who help us Jobs different people do in our families and community Name people who help you in the community 	To use junk modelling to construct a vehicle of their own design. <ul style="list-style-type: none"> Make emergency vehicles from junk To sing in a group To sing on their own To perform as a solo or in a group <ul style="list-style-type: none"> Creating own compositions using non-standard notation Introduce role play area as a vet's surgery 	<ul style="list-style-type: none"> Jesus at home To know about the loss and finding of Jesus in the temple. To reflect on this for Mary and Joseph To know that Jesus chose friends to help him <ul style="list-style-type: none"> Jesus chooses his disciples
Week 3 and 4 Owl Babies 	<ul style="list-style-type: none"> To Answer questions to show understanding To discuss events in a book and how characters might feel. To listen to other people's ideas about a book To relate what is heard to own experiences To discuss the problem the owls face and how they could overcome it To listen to a story more than once to build familiarity and discuss the events. To retell the story once it is familiar 	To think about the perspectives of others and identify their own feeling. <ul style="list-style-type: none"> Discuss how the owl babies felt and if they have ever felt like that, sharing how they dealt with it. <i>You're safe with me-</i> feeling worried at bedtime, recognise feeling and come up with strategies to overcome them. 	PE- Gymnastics: Introduction to apparatus High and low on apparatus To combine different movements on apparatus To you whole body strength to balance when moving on apparatus To confidently and safely use a range of indoor apparatus alone and in a group. High, Low, Over, Under- balancing and moving in a fluent style to make simple routines. Continuous provision: <ul style="list-style-type: none"> Develop whole body strength using scooters Develop small motor skills using small tools to create a marbling affect Caring for small animal toys in the role play area. Develop a handwriting style practising Handwriting linked to Jolly Phonics and free drawing. 	Phonics- To read and reread words and books containing known graphemes: ng, v, oo, oo Recap and apply ai, j, oa, ie To write short sentences with words with known sound- letter correspondence. To begin to use capital letters and full stops. <ul style="list-style-type: none"> Fact files of nocturnal animals, making group posters using key words to help them. Use headings such as 'habitat', 'diet', 'appearance'. Play 'Who am I?' guessing game, based on posters. Retell the story using the Story S technique by sequencing the story and adding captions. 	To compare length, weight and capacity. <ul style="list-style-type: none"> Comparing mass, making direct comparisons when holding items Comparing capacity, developing an understanding of full, empty To compare numbers To explore the composition of numbers To say how many there are after counting To say numbers in order and match numbers names to objects <ul style="list-style-type: none"> 6, 7 and 8, children count to 6, 7 and 8 and represent the numbers in different ways. Making pairs, children build on previous learning to understand that pairing is making two. Simon's Socks 	<ul style="list-style-type: none"> STEM week- forensic science workshop To understand the effect of changing seasons on the natural world around them To describe what they see, hear and feel whilst outside. <ul style="list-style-type: none"> Exploring shadows on sunny day Why do we have stars in the sky at night? How many planets are there in our solar system? What is the moon like? Explore features of nocturnal animals and their habitats 	To create a collaborative piece of art <ul style="list-style-type: none"> marbling stars to create a group picture Draw owls to add to the group picture (from previous week). Each child competes step by step adding correct features, personalising through colour and pattern To sing in a group <ul style="list-style-type: none"> Call and repeat songs 	To be aware that Jesus wants us to help him To know that Jesus has great love for us To think of ways to show our love for Jesus <ul style="list-style-type: none"> Jesus loves children
Week 5 and 6 I'm not sleepy, I will not go to bed 	<ul style="list-style-type: none"> Discuss home life and bedtime routines. Listen to the routines of others Relate other people's routines to their own Describe their routines in detail To use full sentences to express ideas 	To know that there are different factors that affect their health. <ul style="list-style-type: none"> Bedtime routines Tooth brushing- sequencing events in the say and getting ready for bed. Circle time- Is it good to have screen time before bed? <i>Trek the Modern Cave Boy</i> Circle time Favourite bedtime story 	PE-Gymnastics: High, low, over, under To Revise and refine fundamental movement skills Develop over all body strength, balance co-ordination and agility. To confidently and safely use a range of indoor apparatus alone and in a group. High, Low, Over, Under- balancing and moving in a fluent style to make simple routines. Continuous provision: <ul style="list-style-type: none"> Joining in with large scale games involving timing and counting Develop small motor skills by using tools such as scissors to make personalised bookmarks Develop whole body strength by balancing on scooters Develop small motor skills by weaving quilts Develop a handwriting style practising Handwriting linked to Jolly Phonics and free drawing. 	Phonics- To read and reread words and books containing known graphemes: Recap and apply ee,or, z, w Recap and apply ng, v, oo, oo To write short sentences with words with known sound- letter correspondence. To begin to use capital letters and full stops. To reread what they have written to check for sense <ul style="list-style-type: none"> Make 'Bedtime books' of bedtime routines at home. Use pronoun, verb, and subject as simple sentence. For example "I brush my teeth", "Mummy reads me a story". Illustrate books and share with Owl. Talk about differences in bedtime routines. 	To compare length, weight and capacity. <ul style="list-style-type: none"> Combining two groups, finding how much there is altogether. Length and Height making direct comparisons with the correct vocabulary Titch Time, children continue to sequence events and notice events that happen at the same time every day. 5 minutes peace 	To explore the effect of the seasons and light. To describe what they can see when light shines on an object <ul style="list-style-type: none"> To explore light and dark using torches to make and draw shadows at different angles To use torched to investigate which materials let light through and which do not. 	To create a collaborative piece of art To join materials by weaving. <ul style="list-style-type: none"> Create background for group night time picture, mixing tones of blue for the night sky Design and weave small quilt covers – repetitive patterns. To watch and talk about performance art To move to music, expressing feelings <ul style="list-style-type: none"> loud/quiet/high/low/fast slow through music and movement 	To know that Jesus healed the man at the pool of Bethesda To reflect on how Jesus can help us <p style="text-align: center;">Jesus works a miracle</p>
New Vocab To learn new vocabulary across the curriculum.	Fireman, ambulance, paramedic, doctor, nurse, vet, opinion, experience, first, next, after that, before.	Routine, screen time, vet, pet, protect, strategy, explore, nature, imagination, rested	High, Low, Over, Under, balance, timing, crawl, roll, twist, hop, jump, formation, fluent, graceful, sequence	Duty, help, emergency, nocturnal, routine	more, less, fewer, taller, tallest, shorter, shortest heavy, heavier, heaviest, light, lighter, lightest, full, empty, almost full, almost empty	Investigate, similarity, difference, role, community, light, dark, shadow, transparent, translucent, material, torch,	Combine, compose, marble, sketch, technique, tones, weave, repeat.	Miracle, disciple. Carpenter, chosen