



# Reception Spring 1: People Who Help Us

Our overview curriculum map aims to give a snapshot of the rich experiences and cycle of learning our children are submerged into. In addition, teaching and learning will reflect children's interests.

Subject Vocabulary	
Community	group of people living in the same place or having a particular characteristic in common.
Emergency Services	People who deal with problems.
Emergency	A sudden serious or dangerous event which needs immediate action to deal with it.
Fire Engine	A vehicle that has lots of equipment and helps put fires out or helps at car accidents to get people out.
Hospital	A large building where people go to get treatment if they are unwell.
Ambulance	A vehicle that takes people to and from hospital.
Paramedic	People who help come out to help you in an emergency.
The Past	Gone by in time.

Sticky Knowledge
<ul style="list-style-type: none"> <li>To know that there are different jobs.</li> <li>To know rules and routines are there to keep them safe.</li> <li>We dial 999 to call for help.</li> <li>To know who help us do jobs at home and school.</li> <li>To know who helps us stay healthy.</li> <li>To know how to ask for help and who to ask.</li> </ul>

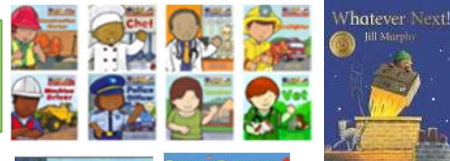
**Possible Lines of Learning**  
 My heroes- Who is special to me?  
 Who help us in our school, People who help us?  
 Explore different careers.  
 Signs of change from Winter to Spring

**Experiences and Trips for Spring Term**  
 Q & A Visit from People of different occupations,

Talk For Writing Texts



Core Reading Texts



**Phonics**  
 Children will be learning to recognise digraphs (two letters making one sound) in CCVC, CVVC and CVCC words.

- Week 1 ai ee igh oa
- Week 2 oo oo ar or
- Week 3 ur ow oi ear
- Week 4 air er words with double letters
- Week 5 longer words



**Tricky Words: was you they my by all are sure pure**















**Poems:**  
 Let's Put on Our Mittens  
 Carrot Nose  
 Hungry Birdies  
 Pancakes

**Nursery Rhymes:**  
 999, Emergency song,  
 Being Helpful,  
 I'm a firefighter,  
 Special Helpers,  
 Five little Monkeys jumping on the bed.  
 Miss Polly had a dolly.  
 There are lots of people to help us.



**Our writing** will focus on daily CVC tasks involving new digraphs and revisits of Phase 2 sounds. A focus on drawing and letter formation sessions. The children will access daily hand strength activities. Model of how to add a finger space to separate words. Children will attempt to write simple "I can see" sentences.

**Word Aware Concepts:**  
 Through, Front, Over, Around, Thick, Early

	ai		ee		ur		ow
	igh		oa		oi		ear
	oo		oo		air		er
	ar		or				

## PE Tuesday and Friday afternoons

**Gymnastics** - Experiment with different levels of moving, jump off objects and land appropriately travel with confidence and skill around, under, over and through balancing and climbing equipment.

**Dance** - Explore moods and feelings and to develop their response to music through dance.

**Fine Motor Skills:** Dough Disco, Crocodile Song, revisiting letter formation, and starting Penpals F2 handwriting programme. More details to follow on ClassDojo. There will also be a focus on using a knife and fork correctly to cut with.

**ICT:** Adding technology into our role play - how people that help us use technology - doctors, dentist, supermarket. Using the computer to draw pictures (Winter Tree) Continue to explore mini mash and completing 2Dos tasks.

## UTW Experiences

**People, Culture and Communities/ Science** Emergency Services wear uniforms/reflective materials  
Medical - doctor, dentist, vet

### History - Past and Present

Know that people have different jobs/ occupations  
Know about members of the local community and how they help us for example firefighters, nurses, doctors, police

Notice differences in artefacts, pictures and stories of firefighters now and then

### The Natural World / Geography

Children will know that this time of year is Spring and the signs and changes of Spring.

**Planned Field Work:** Map of services in Stottesdon - surgery, café/pub, school, church

## RE

**Why is the word 'God' so important to Christians?**

What does God mean?

Who believes in God? God the creator  
Talk about things they find interesting, puzzling or wonderful and their own experiences and feelings about the world

Retell stories, talking about what they say about the world, God, human beings

Think about the wonders of the natural world, expressing ideas and feelings

Say how and when Christians like to thank their Creator

Talk about what people do to mess up the world and what they do to look after it.

## EAD Experiences

**Painting** Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.  
Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).  
To work from direct observation and imagination.

**Textiles and Collage** Tear paper into strips and simple shapes  
Apply adhesive sparingly and place glued surfaces together accurately.

Single items e.g. seeds or leaves can be put together to create new textures.

Enjoy playing with and using a variety of textiles and fabric.  
Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons

**Music** Express Activities "Working World"; focus on texture and layers. Sing songs in relation to topic. Use instruments to accompany songs. Create collaboratively sharing ideas.

**Imagination** Indoor and Outdoor Role Play Area changed to children's reflect the children's interests.  
Doctors Role Play

## Mastering Number:

Children will subitise within 5 in structured and random arrangements, explore patterns to 5 and more than 5, patterns with small group and 1 more, match arrangements to fingers, verbal counting to 20 and beyond, counting objects, ordering numbers, composition of 5 missing/hidden parts, composition of 6. Children will learn numbers to 10 as 5 and some more, compare and use language to compare, play comparison games, compare by matching equal sets and explore making unequal sets.

## Shape, Space and Measure: Spatial Thinking and Positional Language

Children will use appropriate mathematical vocabulary to describe position of an object.  
E.g. Under, next to, behind, in front, left and right



## PSHE Dreams and Goals:

Showing independence in selecting & using resources  
Identify the range of feelings and how others may feel  
Begin to take on challenges and show perseverance