


We are superheroes! Reception Spring 2 – Curriculum Plan

Our vision: ‘Life in All its Fullness’ (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.



<p><u>PSED (Personal, Social and Emotional Development)</u> Making Relationships Takes steps to resolve conflicts with other children, e.g. finding a compromise. Can work effectively in a pair or group without adult support to complete an activity. 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. Managing feelings and behaviour Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Can work effectively in a pair or group without adult support to complete an activity. Can understand and talk about why we need rules and can discuss the consequences of their own and others behaviour.</p>	<p style="text-align: center;">In this sequence of learning, children will learn about a range of real-life and fictional super-heroes. They will be encouraged to think about the personal qualities that make us ‘super’ and explore the ‘super-hero’ inside themselves!</p> 	<p><u>CL (Communication and Language)</u> Listening and attention Maintains attention and listens attentively in class and whole school situations; showing recall, answering questions and responding to what they have heard. Can listen and respond to multi-step instructions Can listen and do for a short span. Understanding Working at least at band 9 for Understanding on Well Comm screening. Listens to ideas expressed by others in conversation or discussion in class and whole school situations. Able to follow a story without pictures or props. Can understand and respond to how and why questions about stories and experiences. Can listen and respond to multi-step instructions. Speaking Working at least at band 9 for Speaking on Well Comm screening. Uses talk to sequence events. Uses talk to share ideas and organise activities. Mostly accurate use of past, present and future forms. Uses talk to clarify thinking when responding to how and why questions about stories. Shows some understanding of listeners’ needs.</p>	<p><u>PD (Physical Development)</u> Moving and Handling Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Handles tools, objects, construction and malleable materials safely and with increasing control. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Health and self-care Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Practices some appropriate safety measures without direct supervision.</p>
<p><u>Literacy</u> Reading Links sounds to letters, naming and sounding the letters of the alphabet. Gives the sound when shown all Phase Two and Phase Three graphemes. Can blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes) Can read most of the tricky words the, no, to, I, go, he, she, we, me, be, was, my, you, her, they, all, are. Can read simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Is at least 40-60 S for all strands of Communication and Language. Writing Independently attempts to write short sentences in meaningful contexts that can be read by themselves and others.</p>	<p><u>Maths</u> Numbers Can say the number that is one more than a given number from 1 to 19. Can say the number that is one less than a given number from 1 to 10. Can recognise numbers 0 to 20. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Using quantities, objects, Numicon and jottings they can add and subtract two single digit numbers. Can record using marks that they can interpret and explain. Shape, space and measure Can use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. Measures short periods of time in simple ways.</p>	<p><u>UW (Understanding the World)</u> People and communities They know about some similarities and differences between themselves and others, and among families, communities and traditions. The world Looks closely at similarities, differences, patterns and change and can talk about the things that they observe. Is at least 40-60 D2 for Speaking and Understanding. Technology Completes a simple program on a computer. Can talk about some uses of technology in places such as homes and schools. Can talk about some ways to keep themselves safe when using technology.</p> <p><u>EAD (Expressive arts and design)</u> Exploring and using media and materials 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 a variety of resources. Adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Being imaginative Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play.</p>	<p><u>Religious Education</u></p> <p><i>Who did Jesus spend time with?</i></p> <p><i>Easter: Meals with Jesus</i></p> <p>Belonging and Community I can talk about the world I live in.</p> <p>Celebration I can talk about Harvest, Christmas and Easter and I know that these are special times for Christians.</p> <p>Specialness I know that Churches, Christmas, Easter, Harvest, the Bible, and Jesus are special for Christians. I know that different people have different people, places, books and times that are special to them.</p> <p>Is at least 40-60D2 for all strands of CL</p>
<p><u>Community</u> How can I help my local community?</p> <ul style="list-style-type: none"> Litter campaign—looking after our local environment Work with Parish council to improve local facilities to make us safer e.g. streetlighting and fencing. 	<p><u>Trips/ Visitors/ Celebrations</u></p> <ul style="list-style-type: none"> Easter World Book Day 	<p><u>British Values</u></p> <ul style="list-style-type: none"> Tolerance and Mutual Respect—Easter 	<p><u>SMSC</u> Social—Community work (Litter/ fencing, etc) Spiritual—Class Collective Worship , Easter Cultural—World Book Day</p>

honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope