

# REDESDALE PRIMARY SCHOOL

CURRICULUM PLANNING WEB - RECEPTION

Spring 1



## PRIME AREAS AND CHARACTERISTICS OF LEARNING

**PLAYING & EXPLORING**  
I pretend to be someone else when I am playing.

**ACTIVE LEARNING**  
I am not easily distracted.  
I am proud of how I do things.

**CREATING & THINKING CRITICALLY**  
I find ways to solve problems.

## COMMUNICATION & LANGUAGE

- Children to bring items in for 'Show and Tell' on a Friday linked to topic (photographs, object, etc)
- All children to show home to school activity in their books each week and to discuss and clarify their ideas and thinking.
- I can read Super hero books on display for children to read.
- 'Bat phone' to encourage children to find out how someone needs help.
- Challenge cards in role play area.
- Role play area to be developed into a Super Hero control centre.



## LEARNING HOOK

In PE to explore different ways that Superheroes move and characters frozen in ice.

## Superheroes



## PHYSICAL DEVELOPMENT

- PE Topic – Using equipment
- CP – Unit 4 – 5 sessions
- Moving around apparatus – 5 sessions, including Superhero obstacle course.
- Challenges on outdoor trim trail.
- Designing a healthy meal.
- Circle times on healthy foods and eating.
- Making 'Superhero' fruit shakes,
- Sorting foods which are healthy and unhealthy.
- Circle times on how 'Superheroes look after themselves to stay healthy and fit.

## PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

- Classroom rules and using traffic lights.
- Buddying different children to complete activities together and encouraging children through challenges to earn sticker to complete their passport card, so that they earn a prize.
- End of day children to talk about different activities and what they have liked and dis-liked.
- Group challenges to work together to save Ice man from melting.
- To talk about what I am good at doing and why.



## MATHEMATICS

- Creating secret codes to keep super heroes safe.
- Sorting objects by weight, size and capacity.
- Adding two groups together using a marble run style run in the maths area on heater.
- Puzzles and activities to match numerals to the correct quantity.
- Playing games in the area, keeping scores using tally charts independently, using a gate for 5.
- Cups stack challenge to save a super hero.
- Challenge cards.
- Dice roll game and to colour. See who wins the most and fewer numbers.
- Doubling and halving challenges.
- Sharing activities.



## LITERACY

- Introducing phonic phonemes and graphemes, review phase 2 and cover phase 3 sounds.
- Rhyming games, activities and stories.
- Oi Frog
- I can read superhero books.
- To make 'I can....' Superhero booklet.
- Superhero bubbles (TC6663)
- To write captions for superhero's.
- Adjectives for superhero's on pictures.
- Lists for their superhero, favourite foods, to describe them.
- Facts about their superhero.
- Label characters.
- Secret words with wax.
- Under table writing area.
- Pencil control sheets.
- Colouring in Superheroes.
- To make top trump cards
- Create Superhero WOW words.
- Stories:-  
Superworm' – Julia Donaldson  
How to be a Super Hero – Sue Fliess  
Supermoo – Babette Cole  
Superkid – Sarah McIntyre  
Supertat0 – Sue Hendra



## SPECIFIC AREAS OF LEARNING

### UNDERSTANDING THE WORLD

- Using IPAD for Videos (See CL)
- Introducing groups to 2Simple and how to paint a picture.
- Continuing group work for using Mathletics in ICT suite.
- Investigate how to free superheroes from ice or to keep them in ice.
- Coke experiment on coins.
- Raisins in lemonade experiment.
- Magnetic superheroes, how can we make a small world scene. (Push and pull with characters and cars)
- Bee-bots to rescue superheroes.



### EXPRESSIVE ARTS & DESIGN

- Learning to dance and moves to Superman / Superstar song.
- Super hero collage with faces on superheroes. Children to help cut out buildings and pictures for display.
- Design a superhero – costume.
- Design a superhero – mask.
- Paint / Colour by number.
- Kitchen roll superhero (Pinterest)
- Lolli-pop stick superhero (Pinterest)
- Jet pack (Pinterest)
- To make superhero walkie talkies / telephone hot line / vehicle, etc
- Super hero mixing colours.
- Playdough / Potato Superheroes
- Super Hero Control Centre role play area with Bat Mobile and capes.
- Making Super Hero fruit smoothies.

### Personal, Social & Emotional Development

- To take account of one another's ideas about how to organise their activity. (MR ELG)
- To be confident to try new activities and say why they like some activities more than others (SCSA ELG)
- To work as part of a group or class and understand and follow rules (MFB ELG)

### Physical Development

- Travels with confidence and skills around, under, over and through balancing and climbing equipment. (MH 40-60)
- To show a preference for a dominant hand. (MH 40-60)
- an object in pushing, patting, throwing, catching or kicking it. (MH)
- Jumps off an object and lands appropriately. (MH 40-60)
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (HSC 40-60)
- Eats a healthy range of foodstuffs and understands need for variety in food. (HSC 40-60)

### Communication and Language

- To listen to stories with increasing attention and recall (30-50)
- They can listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (LA ELG)
- To demonstrate two channelled attention – can listen and do for a short span. (LA 40-60)
- To respond to instructions involving a two part sequence (U 40-60)
- To link statements and sticks to a main theme or intention (S 40-60)
- To introduce a storyline or narrative into their play (S 40-60)

### Literacy

- To hear and say the initial sound in words. (R 40-60)
- To continue a rhyming string (R 40-60)
- To begin to read words and simple sentences. (R 40-60)
- To continue a rhyming string (W 40-60)
- To hear and say sounds in simple words and blend them together (W 40-60)
- To segment the sounds in simple words and blend them together (W 40-60)
- To link sounds to letters, naming and sounding the letters of the alphabet. (W 40-60)

### Mathematics

- To find the total number of items in two groups by counting all of them. (N 40-60)
- To use the language of 'more' and 'fewer' to compare two sets of objects. (N 40-60)
- To solve problems, including doubling, halving and sharing. (N ELG)
- To order two items by weight or capacity. (SSM 40-60)
- To order and sequence familiar events (SSM 40-60)

### Expressive Arts and Design

- To explore what happens when they mix colours. (EUMM 40-60)
- To select appropriate resources and adapts work where necessary (EUMM 40-60)
- To play cooperatively as part of a group to develop and act out a narrative. (BI 40-60)

### Understanding the World

- To select and use technology for a particular purpose. (T ELG)
- To know that other children don't always enjoy the same things, and are sensitive to this (PC 40-60)
- To enjoy joining in with family customs and routines (PC 40-60)
- To make observations of animals and plants and explain why some things occur, and talk about changes. (TW 40-60)