

Reception Spring 1 Medium Term Plan - Everyday Superheroes

<b>Key Dates</b>	10/01/24					
<b>Possible school visits/Enhancements 11 before 11</b>	Cinderella Storytelling Workshop – Aston Hall					
<b>Week</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Theme</b>	<b>How do we keep ourselves safe?</b>	<b>Police</b>	<b>Firefighters</b>	<b>Dentist</b>	<b>Hospital</b>	<b>Vets</b>
<b>Focus Text</b>	<b>Clothesline Clues to Jobs People Do – Deborah Hembrook</b>	<b>Burglar Bill – Janet and Alan Alberg</b>	<b>The Dragon with the Blazing Bottom</b>	<b>Alan’s Big Scary Teeth - Jarvis</b>	<b>Sometimes – Rebecca Elliot</b>	<b>The Hospital Dog – Julia Donaldson</b>
<b>Tier 3 vocab</b>	<b>Week 1</b> safety danger help support rescue emergency first aid sun road water	<b>Week 2</b> police emergency uniform help rescue support services careers danger fingerprint	<b>Week 3</b> emergency uniform help rescue support services	<b>Week 4</b> teeth tongue gum lips clean oral hygiene brush healthy unhealthy	<b>Week 5</b> hospitals doctor nurse hurt help care medicine emergency first aid bandage operation x-ray	<b>Week 6</b> vet veterinary nurse help care medicine emergency first aid x-ray animal
<b>Focus Text</b>	<b>Clothesline Clues to Jobs People Do – Deborah Hembrook Emergency – Margret Mayo</b>	<b>Burglar Bill – Janet and Alan Alberg?</b>	<b>The Dragon with the Blazing Bottom - Beach</b>	<b>Alan’s Big Scary Teeth - Jarvis</b>	<b>Sometimes – Rebecca Elliot</b>	<b>The Hospital Dog – Julia Donaldson</b>
<b>Area of Learning</b>						

<p><b>Communication and Language</b>  <b>Speaking</b>  <b>Listening, Attention and Understanding</b></p>	<p>To use and understand the word safe/safety.</p> <p>Read 'Clothesline Clues' and discuss different jobs people do.</p>	<p>To understand how to become a police officer (training, education).</p> <p>To know who to ask for help.</p> <p>Visit from a police officer (bring in equipment they use from their job).</p>	<p>To understand how to become a firefighter (training, education).</p> <p>To know who to ask for help.</p>	<p>To understand how to become a dentist (training, education).</p> <p>To know who to ask for help.</p>	<p>To understand how to become a doctor/ nurse (training, education).</p> <p>To know who to ask for help.</p> <p>Visit from a nurse (bring in equipment from their job)</p>	<p>To understand how to become a vet/ veterinary nurse (training, education).</p> <p>To know who to ask for help with animals.</p> <p>Do different animals need different types of care?</p>
<p><b>PSED</b>  <b>Managing self</b>  <b>Building relationships</b></p>	<p>To be able to talk about the lives of people around them and their roles in society.</p> <p>What does the word 'safe' mean and what does it mean to keep yourself safe?</p>	<p>To begin to understand who to ask for if you need help.</p> <p>Discussion about going to the police when you need help and what sorts of things they can help with.</p>	<p>To begin to understand who to ask for if you need help.</p> <p>Discussion about when you may need help from a firefighter. Which number would you ring?</p>	<p>To understand how to keep our teeth healthy.</p> <p>Discuss healthy diets (sugary drinks).</p>	<p>To understand how to take care of our bodies.</p> <p>Discuss the importance of sleep and balanced diet. Discuss our own experiences of visiting the doctors/ hospital.</p>	<p>To understand how to care for someone/ something else.</p> <p>Discuss the needs of a pet (link to Dear Zoo).</p>
<p><b>Physical Development</b>  <b>Fine Motor</b>  <b>Gross Motor</b></p>	<p>To build control and strength.</p> <p>Look at ice under a microscope then cut out snowflakes.</p>	<p>To build control and strength.</p> <p>To fingerprint and trace over a word/number/letter</p> <p>To be able to change speed and direction.</p> <p>Playing cops and robbers.</p>	<p>To build control and strength.</p> <p>Have a display fire with water pistols for pupils to squirt at the fire.</p> <p>To control bigger movements.</p>	<p>To build control and strength.</p> <p>Brushing plastic model of teeth with toothbrushes.</p> <p>To control bigger movements.</p> <p>Practise brushing your own teeth.</p>	<p>To build control and strength.</p> <p>Laminated picture of Humpty Dumpty with lots of cracks for children to patch up with plasters.</p> <p>To control bigger movements.</p>	<p>To build control and strength.</p> <p>Threading whiskers onto an animal (number on the animal so the correct amount is added too).</p>

			Use outside construction materials/cardboard boxes to build a fire engine.		To wrap larger objects in bandages.	
<b>Literacy</b> <b>Comprehension</b> <b>Word reading</b> <b>Writing</b>	To be able to write a sentence.  Have a picture of a clothesline with a uniform on for pupils to write a simple sentence e.g., It is a ... .	To spell words by identifying sounds.  Writing letters to ask for the stolen items back.	To be able to write a sentence.  Fire safety poster.	To be able to write a sentence.  Instruction writing-how to brush your teeth.	To be able to write a sentence.  Get well soon card.	To be able to write a sentence.  How to care for a pet (a list of things we would need).
<b>Understanding the world</b> <b>Past and present</b> <b>People, culture and communities</b> <b>The natural world</b>	To observe the natural process of ice melting and how this might affect us when keeping ourselves safe.  Freeze objects in water, explore different ways to free the objects e.g., paint brushes, pipets with warm water.	To observe how shadows are created.  Use torches to explore how shadows are created (linked to characters from Burglar Bill).	To compare fire engines from the past and present/ this country and another.  Look at images of fire engines and discuss similarities and differences.	To begin to observe and explore materials.  Finding teeth in ice, water, wet sand, dry sand, slime, playdough, shaving foam.	To know and discuss a famous person.  Mary Seacole (nurse).	To understand the how and why people have jobs.  Discuss the importance of school/ learning and link this information related to jobs.
<b>Expressive arts and design</b> <b>Creating with materials</b> <b>Being imaginative and expressive</b>	To combine materials.  Children to have stick puppets and a range of materials to create clothing for.	To make use of props and materials when role playing.  Create a dark space for children to create shadow puppets to	To safely explore and use a variety of materials, experimenting with colour.	To learn and perform a song. Teeth brushing songs.  To make use of props and materials when role playing.	To name and use a wide range of materials for a specific purpose.	To safely explore a variety of materials , explaining the process they have used.

	To make use of props and materials when role playing.	invent narratives around their character.  To explore tools and techniques.  Create a police badge by using a range of materials.	Mixing colours to make other tones. Hot and cold colours.  To make use of props and materials when role playing.		Make a teddy bear that you could take to hospital.  To learn and perform a song.  Five Little Monkeys – create a dance to go with it.  To make use of props and materials when role playing.	Build a home for an animal using recycled materials.  To make use of props and materials when role playing.
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Climate Curriculum

***Below are climate curriculum statements that are ongoing and can lend themselves to learning in the EYFS generally Please highlight the learning statements as you cover them.***

Sing songs, play games, have circle time regularly in green spaces.

Comment on day-to-day weather patterns.

Know the extreme seasons (summer and winter) and can comment on the common weather patterns.

Understand the effects of changes seasons and the natural world around them.

Know which clothes to wear for each weather type.

Be exposed to stories around the world, in which people are taking positive action together.

Take part in activities that promote positive human change (walk to school days, no electricity days).

Begin to understand that the future will be different depending on what we do now. Pupils are exposed to positive stories of environmental advocates at an age-appropriate level.

Participate in circle time to discuss viewpoint on nature and share opinions.

Develop a positive relationship with nature.

Chn have the opportunity to 'think scientifically' and carry out and watch small science experiments in groups / with peers.

Explore tree anatomy through activities such as nature bingo, bark rubbing, nature art.

Chn are given opportunities to spend time outdoors in nature and share how they feel when interacting with nature.

*Weeks 1 and 2 – combine as only a 5 week term*

Role play – Emergency services

Maths will be taught through White Rose.

