Termly Overview 2022/23 Term: Spring 1

**Our Topic – Superheroes and People who help us!**

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|  | | **Week 1**  **Wk bg 2/1**  **START BACK AT SCHOOL TUES 3RD** | **Week 2**  **9/1** | **Week 3**  **16/1** | **Week 4**  **23/1** | **Week 5**  **30/1** | **Week 6**  **6/2**  **10th INSET DAY** | **Any other information** |
| **Weekly Theme** | | Superheroes  Traction Man | Superheroes  Supertato | Superheroes Superworm**/** It's a good thing there are earth worms | Chinese New Year  People who help us (our local superheroes) Doctors | People who help us (our local superheroes) Firefighters and the Police | People who help us (our local superheroes)  Vet, lollipop, refuse collectores |  |
| **Key texts** | | **Traction Man** | **Supertato** | **Superworm**  **It's a good thing there are earth worms** | **Chinese New Year Book**  **Doctors – People Who Help Us Series** | **Firefighters/Police – People Who Help Us Series** | **First time Vet Book** | Other reception book spine books to cover this term;  Mr.Gumpy’s Outing, Six dinner sid, Whatever Next  Albot Talbot the Master of Disguise  Superheroes are everywhere |
| **Literacy**  Reading  Writing | Rec | Reading and writing in line with RWI group  Lists  Labelling  Recount/story maps  Character speechbubbles | Reading and writing in line with RWI group  Lists  Labelling  Recount/story maps  Instructions | Reading and writing in line with RWI group  Lists  Labelling  Recount/story maps  Character speechbubbles | Reading and writing in line with RWI group  Lists  Labelling  Nonfiction – writing facts | Reading and writing in line with RWI group  Lists  Labelling  Nonfiction – writing facts | Reading and writing in line with RWI group  Lists  Labelling  Nonfiction – writing facts | The aim by the end of the spring term in RWI is for children to;  Know all set 1 sounds speedily  Fred talk most words  Read Alien (nonsense words)  Read words containing special friends (set 1 digraphs) |
| F1 | Ten Little Superheroes (Linked activities)  Name writing | Ten Little Superhero (Linked activities)  Name writing | You Choose (Linked activities)  Name writing | You Choose  (Linked activities)  Name writing | Peace at Last  (Linked activities)  Name writing | Peace at Last (Linked activities)  Name writing | Other F1 book spine books to cover this term;  Hairy McClary  Feelings |
| **Rhyme of the Week** | | Ten in a bed | Ten green bottles | Simple Simon | The Grand Old Duke of York | The Muffin Man | The Queen of Hearts | If you can practise these rhymes at home, this would be a great help! |
| **Phonics** | Rec | Read Write Inc Phonics Program | | | | | | |
| F1 | Nursery Read Write Inc Phonics Program | | | | | | |
| **Maths**  Number,  Numerical Patterns, Shape, Space and Measures | Rec | **Alive in Five – phase 4**  Introducing zero, Composition of numbers to 5  Composition of 4 and 5 | **Alive in Five – Phase 4**  Composition of numbers to 5  Composition of 4 and 5 | **Alive in Five – Phase 4**  Compare mass (2) and compare capacity (2) | **Growing 6, 7, 8 – Phase 5**  Composition of 6, 7, 8, Matching amounts, one more and one less | **Growing 6, 7, 8 – Phase 5**  6, 7, 8, combining two amounts, Making pairs | **Growing 6, 7, 8 – Phase 5**  Length and height, Time |  |
| F1 | Saying numbers in a sequence  Counting: tagging each objects with one number word | Counting: tagging each objects with one number word | Identifying groups with the same number of things | Comparing numbers and reasoning | Knowing the one more than/one less than relationship between counting numbers | Identify similarities between shapes  Showing awareness of properties of shape |  |
| **UW**  Science  Geography  History | | Everyday materials and their properties/appropriate uses  How can we change materials? (Forces)  Changes to materials over time - decay | Changes to materials; freezing  Cooking – changing state, melting | Magnets  Worms – compost, change in materials overtime (compost-how do worms help?) | Chinese New Year (Lunar New Year) – where is China?  Role of people in society/community – where are these local facilities?  History of doctors; changes to uniform, equipment, vehicles | Role of people in society/community – where are these local facilities?  History of firefighters and police; changes to uniform, equipment, vehicles  How to stay safe – 999/Stranger Danger | Role of people in society/community – where are these local facilities?  The Green cross code  Looking after our environment – The Three R’s | If anyone has a job in any of these professions, or knows anyone who does, we would love for them to come in and chat with the children about it. Please let us know. Many thanks |
| **Reception**  **Key topic vocab**  \*On vocab mats | | Hero  Materials  Waterproof  Hard wearing  Compost  (Recap vocab from previous materials– materials, hard, soft, rough, smooth, names of materials) | Hero  Melt  Freeze  (Recap vocab from previous materials - cold, hot, float, sink)  Textile  Clothing  Cut  Stick  Sew  Running stitch (joining)  Template  Hygiene | Hero  Magnets  Magnetic  Attracts  Push  Pull | Lunar New Year  China  Language  Mandarin  Local  Community  Emergency  Then/Now/Ago/In the past  Before/after  History  New/Old  Uniform  Equipment  Transport | Local  Community  Emergency  Then/Now/Ago/In the past  Before/after  History  New/Old  Uniform  Equipment  Transport | Environment  Local  Community  Emergency  Then/Now/Ago/In the past  Before/after  History  New/Old  Uniform  Equipment  Reduce, reuse, recycle |  |
| **F1**  **Key topic vocab**  \*On vocab mats | | Materials  Twist  Push  Press  Pull  Bend | Melt  Freeze  Hot  Cold | Magnet  Push  Pull | Same  Different  Doctor/nurse  Doctors surgery  Hospital  Ambulance  Family  Help  Safe | Police/police station  Fire service/fire station  Fire engine  Help  Safe | Lollipop person  Refuse collector  Recycle  Post office worker  Post man/lady  Post box  Help  Safe |  |
| **Technology**  Computing and e-safety | | E-Safety – Online bullying, relationships and well-being | Coding | | | | | |
| **PSED**  SCARF (Me and my Relationships) | | Ongoing - Zones of regulation, Tough tortoise | | | | | | |
| **Valuing Difference**  I’m special, you’re special | **Valuing Difference**  Same and Different | **Valuing Difference** Same and different families | **Valuing Difference** Same and different homes | **Valuing Difference**  I am caring | **Valuing Difference**  I am a friend |  |
| **C&L**  **\*Topic specific vocabulary taught each topic session** | | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Chatty Words  F1 – Touch, bend, rough, flat, bumpy  Rec- Grumpy | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Chatty Words  F1 – Slippery, Round, Melt, Freezing  Rec – Boiled, Greedy | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Chatty Words  F1 – Glow, half  Rec-Luxury | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Chatty Words  F1 – Silky  Rec-Pale | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Chatty Words  F1 – Costume  Rec- Similar | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Chatty Words  F1 – Rescue  Rec-Recap all | We will continue to send the family box home for a child to fill on a Friday afternoon. This needs to be returned the following Friday for the child to share with their peers. The instructions will be sent home in the family box so that you know what to include in it. |
| **RE** | | Stories from the bible  Soecial Jewish and Christian Stories | | | | | | |
| What is the bible? | What does the bible say about creation?  Creation Story | What happened to Noah in the bible story?  Noah’s Ark | What happened to Jonah in the bible story?  Jonah and the Whale | What happened to Joseph?  Joseph and his multi coloured coat | What happened in the bible story of David and Goliath? |  |
| **PD** including gross and fine motor skills and PE | Rec | Gross - Dance – linked to topic – being superheroes, dragon dancing  Core skills; Bilateral integration and reinforcement of other core skills from Aut 1 and Aut 2 | | | | | | |
| F1 | Gross – PE (dance focus) Core skills; shoulder girdle, body awareness, movement from left to right, bilateral motor coordination  Fine – Funky fingers, funky bodies, dough disco, name writing | | | | | | |
| **EAD**  -Art  -DT  -Music | Rec | Artist - Litchenstein – Printing different marks with paint; shapes, colour, lines  Textiles – Superhero cape for vegetables  Food – Preparing ‘evil pea’ soup | | | Drawing self – face and body  Continuous provision opportunities to embed skills | | | |
| F1 | **Art**  **Drawing**   * Experiment with blocks, materials, colours and marks. Make marks, draw circles and lines. * Draw faces enclosed spaces with increasing detail. Gives meaning to marks. * Use drawing to represent own ideas and feelings.   **Painting**   * Explores colour and how colours can be changed. * Colour mixing   **DT**  **Modelling/Collage/Textiles**   * Beginning to be interested in and describe the texture ofthings * Experiment to create different textures. Use glue spatulas and glue sticks with support. * Manipulate materials to achieve a planned effect. * Select materials and use simple tools appropriately. Snips paper * Fastening materials together in different ways (mainly glue and Sellotape / masking tape) | | | | | | |
| Music | Weekly music sessions with Mr.Parnell  Weekly singing session with Mr.Starr | | | | | | |

\*Please note that these plans are subject to change. Sometimes we adapt or alter depending on the children’s interests.