



Big Question: Which countries are in the UK and what are they like?

Year Group: Reception	
<p>Focus of Learning / linked to topics:</p> <p>This topic provides the children with the opportunity to explore their local area extending out to all 4 countries of the United Kingdom They will use different methods, such as ICT and non-fiction books to find information Reading and writing activities such as making basic fact files will support the children in their learning and develop their reading and writing skills</p>	<p>Prior Learning / linked to topics:</p> <p>Children have explored seasonal change in the local area Children have seen emergency vehicles and have an understanding of the people in the community that help us Children have seen different modes of transport in Old Swan Some children may have an awareness of other cities in the UK</p>
<p>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</p>	
<p>Prime Areas:</p>	
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> ● To focus during longer whole class lessons. ● To follow two-step instructions. ● Begin to plan and talk about what they want to do. ● To begin to show resilience and perseverance in the face of challenge. ● To practice doing up a zipper and buttons to fasten a coat. ● To begin to work as a group with support. ● To demonstrate patience whilst waiting their turn in a variety of activities and when sharing resources. 	<p>Key vocab / key questions:</p> <p>Confidence, compromise, conversations, overcoming problems, consequences, resilience, turn taking, waiting, patience, perseverance,</p> <p>What do you know about our local area already? Which countries are in the UK? What would you like to find out about Liverpool? What do your friends know about Liverpool? How can we travel around our city? What do we see when we look around Old Swan/Liverpool City Centre? Why does Liverpool have a China Town? What happens during Chinese New Year celebrations?</p>

<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> ● To ask <i>who, where, when</i> and <i>what</i> questions to find out more, showing particular interest in finding out more about Space. ● To begin to understand humour. ● To understand a range of complex sentence structures. ● To take on different roles to create stories ● To develop the confidence to talk to other adults they see on a daily basis. ● To talk in sentences using conjunctions e.g. ‘and’ or ‘because’. 	<p><u>Key vocab / key questions:</u></p> <p>Questions, who/what/where/when? stories, sequence, how, why, attention, listening, poems, famous, WOW words, vocabulary, confidence, and, because, humour, funny.</p> <p>What makes good listening? What do I want to see? How could I travel to a different town or city? Why are electric modes of transport important? How could I travel to a different country in the UK? What are the capital cities of the UK? What important buildings are in Liverpool? What happened at the start of our story? How do you think they were feeling? What will happen at the end of the story? Where is Wales? Who is the prime minister and where does he live? What is our special word of the week?</p>
<p><u>Physical</u></p> <ul style="list-style-type: none"> ● To be able to negotiate space confidently. ● Copy, repeat and explore actions in response to stimuli of natural elements and story. ● To remember a sequence of movements considerations shape, level and direction. ● To be able to use their bodies imaginatively and with control, to communicate ideas through dance. ● To move in time with music and begin to use counts. ● To sit, run and balance using a balance bike when following a given pathway. ● To use a tripod grip when using mark making tools. ● To hold scissors correctly and cut along a curved line. ● To thread small beads and place small pegs in a board e.g. when creating patterns. ● To pour water from different containers ● To write taught letters using correct formation, using letter formation guides independently when needed. ● Fill containers with spades, scoops and spoons. 	<p><u>Key vocab / key questions:</u></p> <p>Pencil grip, model making, media, safety, independence, exercise, healthy eating, travelling, kick, dribble, pour, scoop, dig, balance, glide.</p> <p>What does a train/bus/plane look like? How can you make your body look like a train? How can you move like an aeroplane/helicopter? How can we keep safe on the roads when travelling? How can we travel on at different speeds on foot? What sound do these special friends make? How do we keep healthy and safe? What can you notice about your body before and after exercise? Where does each letter start? Can you balance whilst running with the balance bike? What do you need to do to balance on the bike?</p>
<p><u>Specific</u></p>	
<ul style="list-style-type: none"> ● To recognise all set 1 single letter sounds, plus the first 6 set 1 special friends – (ch, qu, sh, th, ng, nk) ● To recognise, on sight, red words – ‘we be, she he and me’ ● To recognise the vowel letter names. ● To begin reading captions and short sentences during RWI sessions. ● To begin to recognise set 1 ‘special friends’ when reading green words. ● Review reading all green words from 1.1 to 1.5. 	<p><u>Key vocab / key questions:</u></p> <p>Books, texts, media, letter names, letter sounds, special friends, segment, blend, sentence, caption, read, write, Set 1, set 2, tricky words, Rhonda the Reteller, Patty the Predictor,</p> <p>What happened in our story today?</p>

<ul style="list-style-type: none"> • To form lowercase letters with more consistency. • To spell words using taught sounds. • To begin to write sentences using fingers spaces. • To <u>write red</u> words no, go, into. • To begin to orally break down a caption into words. • To begin to write captions using taught sounds. 	<p>How did the characters feel? What might happen next? What sounds do these letters make? What key space words can you write down? Where does every letter start when we are writing? Where can you find things to help you with your writing? How do we know what this word says? What do we need to do? What sounds can you hear in Liverpool? England? Can you label your map?</p>
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Continue to develop their subitizing skills for numbers within and beyond 5 • Increasingly connect quantities to numerals • Begin to identify missing parts for numbers within 5 • Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • Begin to find the total number of items in two groups by counting on from the first number. • To explore the composition of 6, 7 and 8. • To match the number to quantity up to 10. • Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • Order numbers and play track games • To recite numbers in order up to 20. • To count back from 10. • To count objects to 10. • To count out objects up to 10 from a bigger group. • To compare quantities to at least 8 using the language taught. • To begin to recognise the difference between odd and even nos. using practical apparatus. • To combine two groups of objects. • Compare length and weight using comparative language, ‘than’ For example: “This is longer than that.” 	<p><u>Key vocab / key questions:</u></p> <p>Addition, subtraction, plus, takeaway, total, all together, numbers, numerals, objects, more, less, fewer, compare, estimate, ten frame, flat, two dimensional shape.</p> <p>How many wheels does a car have? Does a bus have more/less or the same? What house number do you live at? What number bus have you seen in Old Swan? How far away is the Liver Building? How Many shops are on St Oswald’s street? How tall is Big Ben? How many countries are there in the UK? What shapes can you see on the map? How many zodiac animal signs are there in the Chinese calendar?</p>
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • To talk about toys they received for Christmas and compare with toys that adults used to play with. • To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. • To use language associated with time: then, before, now, next, soon, when reflecting back on the timeline. • To learn about Chinese New Year, also known as the Lunar New Year or the Spring Festival and associated traditions. • Pupils will explore Chinese food, such as noodles, spring rolls and prawn crackers. They will explore using chopsticks to eat food. 	<p><u>Key vocab / key questions:</u></p> <p>Occupations, lifestyle, environment, technology, planet names, Autumn, Winter, weather, freezing, melting, change, aerial view, location, Chinese/Lunar new year, celebrate, festival,</p> <p>How does your new toy work? What does your new toy look like? How are your toys different from your grandparents’ toys? What do you think Old wan used to look like? How do people celebrate Chinese New Year?</p>

<ul style="list-style-type: none"> To retell the story of how the Chinese new years are named after different animals. (links to past and present) To know about and recognise the signs of Winter. To explore materials in different states by observing Ice freezing and melting. They will describe and comment on what they observe. Describe what they see, hear and feel whilst outside. To explore the weather of other countries and discuss the type of clothes they would need to pack if they were to visit different places. To look at aerial views of the school setting and talk about what they can see, including buildings, open space, roads and other simple features. 	<p>What Season are we in? How do you know? What is the weather like today? Why is there ice on the ground? What is ice? How could we make ice? Why does ice disappear? Where is our school? What things are near to our school? How would our playground look on an aerial view photo/map? What can you hear when we are in the garden? Does your garden sound the same? Does the beach sound the same?</p>
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<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> To experiment with different mark making tools such as art pencils, pastels, chalk, making a particular choice for a purpose when creating simple representations of items linked to the topic of space. To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) when junk modelling. To join in with year group singing time. To create musical patterns using untuned instruments. To begin to create costumes and resources for role play. To learn dance routines. To move in time to music, including space themed songs. 	<p><u>Key vocab / key questions:</u></p> <p>Percussion, materials, tools, sphere, cardboard, paper, sellotape, glue, scissors, rocket, planet, astronauts, suit, space, join, cut, shape, movement, fast, slow</p> <p>How can I make a map of our school playground? What could I use to join these materials? What could I use to make a model of Anfield/Goodison Park? How could I make a castle using cardboard? Why do these materials not stay together with glue? What else could I use to join them? How can I move my legs too re-create an Irish dance? Which notes sound nice together?</p>
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R.E

Branch 3. Galilee to Jerusalem: ‘God’s only Son, who is at the Father’s side, has made him known’ (Jn 1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.

Branch 4. Desert to garden: ‘Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day’ (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church’s Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.

RSHE

Journey in Love:
 Who are our friends?
 What are our talents?

Life to the full:
 Created and Loved by God: Emotional Wellbeing

Created and Loved by God: Life Cycles

Mental Health & Wellbeing week

Internet Safety Day

Chinese New Year

Safe Messages

A1, A2, A3, A5, A6, A8, A9

B1, B2, B4, B6

C1, C2, C3, C6, C7, C1010

D1, D2, D3

E1

F7

G1

H2, H3, H4

I1, I4