

Reception – Term 3 Topic: Who is a hero to you?



Curriculum Key Question:
How can I look after myself and others?

We will be learning about people who help us in the community. We will meet people who do these roles in our local community. We will be thinking about how we can help others and ourselves.



We will be sharing the story 'Real Superheros'. We will have role play areas for different professions and learn how they help us. We will learn about making calls to the emergency services.



We will take on a healthy living challenge for a week – learning how to look after ourselves. We will learn about oral health and what



we can do to look after our teeth.

We will be exploring emotions using the story 'The Colour Monster' – we will be thinking about how we can help ourselves and others as we express these emotions. We will join with Children's Mental Health Week.



Questions and Activities you could ask and do at home:

- Find stories at home which have people who help us in – read them with your family and then bring them into school to share!
- Learn your address – practice telling a trusted adult your address. We will learn how to make a 999 call at school.
- Join in with the Healthy Living Challenge later in the term – how many challenges can you complete?
- Practise getting dressed and undressed completely independently.

Key Vocabulary: (including definition)

Names of People who helps us	Doctor, Nurse, Firefighter Dentist, Teacher, Vet to name a few!
999	Phone number used to contact the emergency services.
Emergency	A serious, unexpected and potentially dangerous event needing action straight away
Uniform	Clothes worn by different people whilst doing their job
Equipment	Objects needed to help a person do a job
Healthy	Helping to looking after our bodies
Unhealthy	Not helping to look after our bodies
Emotion	A feeling we have
Names of emotions	Happy, sad, angry, confused, worried to name a few!

Our Key Learning

Topic: Who is a Hero to you?

Personal Social and Emotional Development

- To express a range of emotions and be able to name these emotions.
- To respond appropriately to emotions they see in others – offering comfort or help when appropriate.
- To suggest when we might feel different feelings.
- To be able to follow simple instructions independently.
- To understand the need for healthy food choices.
- To talk about how to look after their body.
- To begin to understand how to keep personal details safe on the internet - Link to Safer internet day (February)



Literacy

- To read individual sounds including digraph 'special friends' by saying the sound for them.
- To be able to blend sounds in words to read them.
- To be able to segment words to write them.
- To be able to read and write taught red words.
- To write a short given word or caption.
- To listen to stories and begin to anticipate what may happen next.
- To re-tell a familiar story.



Maths

- To represent 'nothing' with 0.
- To compare and know the composition of numbers to 5.
- To compare the mass of objects.
- To use comparative language heavier and lighter.
- To use the language full, half full and empty to compare capacity.
- To represent, compare and order 6, 7 and 8.
- To subitise numbers 6, 7 and 8 using the components.
- To arrange objects into pairs.
- To combine two groups to find the total
- To use language of height length and breadth in comparisons.
- To use language such as before, next, after that to order and sequence events in the day.



Communication and Language

- To articulate their ideas in sentences.
- To speak about a range of subjects using vocabulary learnt.
- To clearly pronounce all of the Set 1 sounds within words.
- To follow an instruction using sequencing words, first, next, then
- To be able to listen and do at the same time
- To listen and make comments about their observations in a discussion.
- To initiate conversation alongside others with others in the classroom.



Understanding the World

- To be able to talk about the different roles and occupations in society and how they help us.
- To explore natural processes such as melting floating and magnetism.
- To make simple predictions within discussion, test ideas and make a conclusion.
- To know the names of the four seasons
- To use technology to show my learning



Expressive arts and Design

- To draw from their imagination
- To draw and show details such as emotions
- To explore mixing colours
- To explore printing with block colours
- To create simple pictures by printing from an object
- To explore simple joining techniques competently and begin to use sellotape, PVA glue
- To use props to support role play including technology.
- **Music Charanga Scheme:**
- To listen and respond to music exploring feelings and responses.
- To find the pulse in a song and begin to use different parts of our bodies to keep it.
- To begin to copy-clap the rhythm of phrases from songs.
- To invent a pattern to go with a song using one note.
- To explore pitch in the context of songs.



Physical Development

- To form taught letters correctly and draw using a range of shapes and marks.
- To know how to use a range of tools with modeling including scissors, mark making tools and knives and forks.
- To know how good practice with regard to exercise, eating, sleeping and hygiene can support good health including oral hygiene.
- To be able to line up, manage mealtimes and toileting with increasing independence.
- To move objects on a screen using an interactive pen or finger on an Ipad.
- To create shapes and text on a screen using an interactive pen, finger on an Ipad.



RE Understanding Christianity Scheme

- To be able to talk about a place, story or person belonging to a faith community.
- To know that Christians believe Jesus came to show God's love and that they try to show love to others.
- To be able to talk about the different roles and occupations in society and how people help us.
- To begin to recall the story of Easter and its significance to Christians.



Get Set 4 PE scheme

- To create short sequences using shapes, balances and travelling actions.
- To develop balancing and safely using apparatus.
- To explore travelling around, over and through apparatus.
- To jump and land safely from a height.
- To develop rocking and rolling.

Links/texts that may support your child with their learning

[Tapestry](#) – Share photos and videos of learning happening in school, share learning and events from home
www.topmarks.co.uk - Lots of early Years maths games for counting and number recognition
www.bspd.co.uk/kidsvids - Visit the British society of Paediatric dentistry for some videos about going to the dentist
www.youtube.com/watch?v=ZxzewVTDas0 - Watch this police video and support your child to know how and when to make a 999 call.
www.phonicsplay.co.uk/resources/phase/2/buried-treasure - Play a phonics blending game (Choose Phase 2 for the sounds taught so far)