



Reception: Spring 1



Long Ago

Key Questions

COOL task/Engage:

How do we know something is from the past?

Develop 1:

How can I compare myself now to what I was like as a baby?

Develop 2:

How can I create a family tree?

Develop 3:

How has life changed?

Innovate

What have you learnt about changes?

Express:

Old fashioned games with Bede Burn friends or a Stay and Play with grandparents.

Book List

Rosie's Hat by Julia Donaldson

Coming to England by Floella Benjamin

Major Glad, Major Dizzy by Jan Oke

Vocabulary

Adult, baby, belief, clothes, change, event, family, grow, heritage, long ago, memory, past, toy, tradition, vehicle, week, year, yesterday.

Companion Projects

Stories and Rhymes

Programmes of study

CL

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back and-forth exchanges with their teacher and peers.

PD

- Move with more fluency.
- Combine different movements, with ease/fluency.

Literacy

- Say a sound for each letter I know
- Write recognisable letters for the sounds I know
- Talk about my ideas and the words I want to write

UW

- Understand the past through settings, characters and events encountered in books read in class and story-telling.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Compare and contrast characters from stories, including figures from the past.
- Comment on images of familiar situations in the past.

EAD

- Create collaboratively, sharing ideas, resources and skills
- Make use of props and materials when role playing characters in narratives and stories
- Sing a well-known range of songs

PSED

- Follow instructions with several parts or ideas
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Show sensitivity to their own and to others' needs.
- Build constructive and respectful relationships.
- Think about the perspectives of others.