



The Past and The Present

Reception | Spring 1

CURRICULUM SPOTLIGHT: UNDERSTANDING THE WORLD | COMMUNICATION AND LANGUAGE | PSED

#### ENQUIRY

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What life changes have I experienced within my life time?

What key events happened within the lifetime of the adults I live with?

How have my experiences been different/similar to those of my parents and grandparents?

#### OUTCOMES

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This project will allow each child to take their learning in their own direction. We will start by finding out about changes within our families lives and then move beyond this to explore key features of History that will interest and excite the children.

We will study pictures, artefacts, people and stories from throughout History to help us develop our understanding of past and present.

#### VOCABULARY

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Yesterday, today

Then, now, before, after

Old, new

A long time ago

A very long time ago

Timeline

#### KEY TEXTS

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Once there were giants

#### BACKGROUND KNOWLEDGE

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#### RESOURCES

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Stories, artefacts, images

PRIME AREAS

Communication and Language	Listening, Attention and Understanding	Speaking	
	<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Retell the story, once they have developed a deep familiar with the text; some as exact repetition and some in their own words</li> <li>• Listens carefully to rhymes and songs; paying attention to how they sound</li> <li>• Engage in non-fiction books to develop a familiarity with new knowledge and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Use talk to help work out problems and organize thinking and activities explain how things work and why they might happen</li> <li>• Use new vocabulary throughout the day and in different contexts</li> </ul>	
Personal, Social and Emotions	Building Relationships	Managing Self	Self-Regulation
	<ul style="list-style-type: none"> <li>• Play regularly involves sharing and cooperating with friends and other peers</li> <li>• Has a range of strategies to solve conflicts and rivalries</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the ability to manage their own needs</li> <li>• With support demonstrates resilience and perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the perspectives of others</li> <li>• Identify and moderate their own feelings socially and emotionally</li> </ul>
Physical	Gross Motor Skills	Fine Motor Skills	
	<ul style="list-style-type: none"> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Skills include: throwing, catching, kicking, passing, batting and aiming</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength balance, co-ordination and agility</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can Develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>	

SPECIFIC AREAS

Mathematics	Number	Numerical Patterns	Spatial Awareness
	<ul style="list-style-type: none"> <li>Compare numbers using vocabulary including 'more than', 'less than', 'fewer', 'the same as' and 'equal to'</li> <li>Distribute items equally e.g. put 3 cakes on each plate</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 10</li> <li>Explore the composition of numbers to 10</li> <li>Explore number bonds for numbers 0-10</li> </ul>	<ul style="list-style-type: none"> <li>Show awareness of 3D shapes having different appearances from different angles</li> <li>Explore, create and discuss maps of small and large areas</li> </ul>
Literacy	Comprehension	Word Reading	Writing
	<ul style="list-style-type: none"> <li>Begin to make plausible predictions as to what may happen next in a story</li> <li>Answer simple who/what/when/why questions about new and familiar books</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say the sounds for them e.g. <i>ch, sh, th, ee, or</i></li> <li>Read a few common exception words matched to the school's phonics programme</li> <li>Reads simple phrases and sentences made up of words with known letter-sound correspondences</li> </ul>	<ul style="list-style-type: none"> <li>Forms lower-case letters correctly</li> <li>Write short sentences with words including known sounds and full stops</li> <li>Re-read what they have written to check that it makes sense</li> </ul>
Expressive Art and Design	Creating with Materials	Being Imagintive and Expressive	
	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>Develop story lines in their pretend play</li> </ul>	<ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups</li> </ul>	
Understanding the World	Past and Present	People, Culture and Communities	The Natural World
	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Understand that some places are special to members of their community</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside</li> <li>Recognise some environments that are different to the one in which they live</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>

