

## Information

### **Welcome back!**

We hope you have had an enjoyable rest and that the children are ready for the busy half term ahead.

### **Special Events/Trips**

This half term we are looking at what we can do to keep ourselves healthy. We will be encouraging the children to try different fruits and vegetables. During the half term the children will be making a vegetable kebab, a fruit face and a milkshake. They will be visiting the shops to buy the ingredients. At the end of the half term we will be celebrating Easter.

### **Role-play**

Our role-play area is going to be a Healthy Eating Café. If you visit a café with your child talk to them about what is happening and the different roles people have e.g. the chef, the waiter/waitress and the customer.

### **Books**

We will be reading Oliver's Fruit Salad, Oliver's Vegetables, Oliver's Milkshake, Handa's Surprise and information books.

# Healthy Living

This half term our topic is Healthy Eating! We will be looking at what things keep us healthy e.g. exercise, sleeping, eating, hygiene and healthy behaviours such as brushing our teeth and hair. The children will be role playing going to a healthy cafe.



Reception Spring Term 2

## Healthy Living & Choices

<p><b>PSED</b> <u><b>Making Relationships</b></u></p> <p>During continuous provision the children work with others and co-operate with each other on activities. They explain their knowledge of things during circle time sessions.</p> <ul style="list-style-type: none"> <li>- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60M)</li> <li>- Children play co-operatively, taking turns with others. (ELG)</li> </ul> <p><u><b>Self Confidence and Self Awareness</b></u></p> <p>During circle sessions the children can talk about what they are good at and what others are good at. They will try new activities in the classroom and talk about their ideas.</p> <ul style="list-style-type: none"> <li>- Confident to speak to others about own needs, wants, interests and opinions. (40-60m)</li> <li>- Can describe self in positive terms and talk about abilities. (40-60m)</li> <li>- Confident try new activities &amp; say why they like some activities more than others (ELG)</li> </ul> <p><u><b>Managing Feelings &amp; Behaviour</b></u></p> <p>During continuous provision the children work with other children well and show concern for them. They understand the classroom rules and routines and follow them.</p> <ul style="list-style-type: none"> <li>- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (40-60m)</li> <li>- Aware of the boundaries set, and of behavioural expectations in the setting. (40-60m)</li> <li>- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (40-60m)</li> <li>- Talk they &amp; others show feelings, talk about their own &amp; others behaviour &amp; it's consequences &amp; know some behaviour is unacceptable (ELG)</li> </ul>	<p><u><b>Physical Development</b></u> <u><b>Moving and Handling</b></u></p> <p>P.E. activities on improving gross motor skills and funky fingers, Trim Trail</p> <ul style="list-style-type: none"> <li>- Experiments with different ways of moving. (40-60m)</li> <li>- Jumps off an object and lands appropriately. (40-60m)</li> <li>- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60m)</li> <li>- Travels with confidence and skill around, under, over and through balancing and climbing equipment. (40-60m)</li> <li>- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60m)</li> <li>- Uses simple tools to effect changes to materials. (40-60m)</li> <li>- Handles tools, objects, construction and malleable materials safely and with increasing control. (40-60m)</li> <li>- Shows a preference for a dominant hand. (40-60m)</li> <li>- Good control &amp; co-ordination in large and small movements (ELG)</li> <li>- Move confidently in a range of ways safely negotiating space (ELG)</li> </ul> <p><u><b>Health and Self Care</b></u></p> <p>Make a vegetable kebab, Fruit faces, Milk shakes &amp; talk about how to cut vegetables carefully, learning about healthy things to eat through circle time sessions, books on how to keep healthy, P.E Sessions on how exercise is good for the body. Circle time activities on how we keep ourselves safe. Put out big teeth and have children brush them. Make food plates (good/bad food), which clothes should they wear &amp; why in different weather or seasons</p> <ul style="list-style-type: none"> <li>- Eats a healthy range of foodstuffs and understands need for variety in food. (40-60m)</li> <li>- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (40-60m)</li> <li>- Practices some appropriate safety measures without direct supervision (40-60m)</li> <li>- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe (ELG)</li> <li>- They manage their own basic hygiene &amp; personal needs independently including dressing &amp; going to the toilet (ELG)</li> </ul>
<p><u><b>Communication, Language and Literacy</b></u> <u><b>Listening and Attention</b></u></p> <p>Children listen to carpet sessions and story sessions and listen to each other in conversations. Play games which involve listening to others.</p> <ul style="list-style-type: none"> <li>- Maintains attention, concentrates and sits quietly during appropriate activity. (40-60m)</li> <li>- Two-channelled attention – can listen and do for short span. (40-60m)</li> <li>- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG)</li> </ul> <p><u><b>Understanding</b></u></p> <p>Following carpet and small group sessions and instructions in all areas of the curriculum. Follows instructions for fruit faces and vegetable kebabs and fruit</p>	<p><u><b>Literacy</b></u> <u><b>Reading</b></u></p> <p>Guided Reading sessions and Literacy group sessions &amp; RWI. Finding out about their body and how to keep healthy from books and the computer.</p> <ul style="list-style-type: none"> <li>- Suggests how the story might end. (30-50m)</li> <li>- Listens to stories with increasing attention and recall. (30-50m)</li> <li>- Describes main story settings, events and principal characters. (30-50m)</li> <li>- Hears and says the initial sound in words. (40-60m)</li> <li>- Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60m)</li> <li>- Enjoys an increasing range of books. (40-60m)</li> <li>- Knows that information can be retrieved from books and computers. (40-60m)</li> </ul>

drinks. Understands rhymes and songs about body parts and games e.g. Simon Says, Them Bones

- Listens and responds to ideas expressed by others in conversation or discussion. (40-60M)
- Understands humour, e.g. nonsense rhymes, jokes. (40-60M)
- Children follow instructions involving several ideas or actions. (ELG)

### Speaking

Children act in role during role-play in the healthy eating cafe and shop, circle time sessions and small world activities.

- Uses language to imagine and recreate roles and experiences in play situations. (40-60m)
- Links statements and sticks to a main theme or intention. (40-60m)
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60m)
- Introduces a storyline or narrative into their play. (40-60m)
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40-60m)
- Express themselves effectively showing awareness of listens needs (ELG)

### Mathematics

#### Numbers

Counting and number Recognition 10-20, Estimating

- Counts objects to 10, and beginning to count beyond 10. (40-60m)
- Counts out up to six objects from a larger group. (40-60m)
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40-60m)
- Counts an irregular arrangement of up to ten objects. (40-60m)
- Estimates how many objects they can see and checks by counting them. (40-60m)
- Count reliably with numbers from 1-20, place them in order & say which number is one more/less than a given number (ELG)

#### Adding

- Finds the total number of items in two groups by counting all of them. (40-60m)
- Says the number that is one more than a given number. (40-60m)
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (40-60m)
- Records, using marks that they can interpret and explain. (40-60m)
- Begins to identify own mathematical problems based on own interests & fascinations

#### Shape, Space and Measures

Draw around their hands and feet and measure with objects (cubes), compare heights in the class of different children, make healthy drinks and put in different quantities of liquids, measure different fruits and vegetables and decide which are heavier/lighter.

#### Mass

- Orders two items by weight or capacity. (40-60m)
- use everyday language to talk about weight to compare quantities and objects and to solve problems (ELG)

#### Height

- Orders two or three items by length or height. (40-60m)
- use everyday language to talk about size to compare quantities and objects and to solve problems (ELG)

#### Capacity

- Begins to read words and simple sentences (40-60m)
- Demonstrates understanding when talking with others about what they have read (ELG)

### Writing

Write shopping lists of healthy foods for their vegetable kebabs, write menus and orders in the cafe

- Readable name. Using some letters in writing environment print (copies letters/ words from the environment. (30-50m)
- Hears and says the initial sound in words. (40-60m)
- Can segment the sounds in simple words and blend them together. (40-60m)
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60m)
- Writes own name and other things such as labels, captions. (40-60m)
- Use their phonic knowledge to write words in ways that match their spoken sounds (ELG)

### Understanding the World

#### People and Communities

Pictograms on favourite fruits and vegetables and talk about how we don't all like the same thing. Discuss who helps us when we are feeling poorly. Where do they go and what do they do? When have they been to the doctor?

- Shows interest in different occupations and ways of life. (30-50m)
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50m)
- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. (ELG)

#### The World

Use magnifying glasses to look at different fruits and vegetables. What do they notice? Are they same or different? They make observations about what happens to food when it cooks e.g. vegetables

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (30-50m)
- Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50m)
- Developing an understanding of growth, decay & changes over time (30-50m)
- Looks closely at similarities, differences, patterns and change. (40-60m)
- They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)

#### Technology

Children to use the computer to find out about healthy foods. Complete a simple programme on the computer and paint their favourite healthy food on the computer. Circle time sessions on where technology is used in the house and what they use at home.

- Knows that information can be retrieved from computers (30-50m)
- Completes a simple program on a computer. (40-60m)
- Uses ICT hardware to interact with age-appropriate computer software. (40-60m)

<ul style="list-style-type: none"> <li>- Orders two items by weight or capacity. (40-60m)</li> <li>- use everyday language to talk about capacity to compare quantities and objects and to solve problems (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>- Children recognise that a range of technology is used in places such as homes and schools. (ELG)</li> </ul>
<p><b>Expressive Arts and Design</b>  <b>Media and Materials</b>  pictures of healthy foods &amp; collage them, make healthy food plates, sing heads &amp; shoulders but using different body parts</p> <ul style="list-style-type: none"> <li>- Understands that different media can be combined to create new effects. (40-60m)</li> <li>- Manipulates materials to achieve a planned effect. (40-60m)</li> <li>- Experiments to create different textures. (40-60m)</li> <li>- Uses simple tools and techniques competently and appropriately. (40-60m)</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</li> </ul> <p><b>Being Imaginative</b>  Make a face out of fruit, act in role in the healthy eating cafe and the fruit and vegetable shops, draw pictures of themselves</p> <ul style="list-style-type: none"> <li>- Introduces a storyline or narrative into their play. (40-60m)</li> <li>- Create simple representations of events, people and objects (40-60m)</li> <li>- Plays alongside other children who are engaged in the same theme. (40-60m)</li> <li>- Plays cooperatively as part of a group to develop and act out a narrative. (40-60m)</li> </ul>	<p>Visit a shop  Health day or week  Role-play - doctors surgery, fruit &amp; vegetable shop  Make vegetable kebabs, fruit faces, healthy drinks  Fruit &amp; Veg game</p>