



Reception Theme 1: Hero and Heroine

Learning journey sheets



How can we make the world a better place?

Hero and Heroine is a theme that helps us to talk about us, our families and people who can help us!

Key Vocabulary:

WOW Start and/or Book

Dress as your hero day
Little Red Hen Book

SHOWCASE (OUTCOMES)

Hero 'catwalk'! (What makes us special?)

KEY AREAS OF LEARNING



Personal, Social and Emotional Development

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

How will we do this?

These skills are very important for all children and will be learned across all aspects of school life, for example during our free play, playtimes, PE etc. We will have specific times when we focus on talking and learning about these skills through stories and during circle time.



Physical Development

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

How will we do this?

The children will develop their gross motor skills through PE sessions, playtimes on the playground and play equipment, free choice on the patio and specifically during 'Dough Disco' and 'Scribble While you Wiggle' sessions. Fine motor skills will be developed via lots of practise at using tools and toys during free choice playing (especially creative activities) and specifically during 'Dough Disco' and 'Scribble While you Wiggle'. These sessions are fun, focussed times that develop specific movements to music!



Communication and Language

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.
- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.

- Listens and responds to ideas expressed by others in conversation or discussion.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.

How will we do this?

Being able to communicate effectively is a vital skill that the children will develop through all aspects of school life. For example, these skills will be specifically focussed on during phonic and reading sessions, while listening and responding to stories and while taking part in adult input session in groups.



Reading (Phonics)

- Enjoys an increasing range of books.
- Continues a rhyming string
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Begins to read words and simple sentences.

How will we do this?

These skills will be explicitly taught during daily phonic sessions and through regular 1 to 1 reading with adults.



Writing

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels and captions.
- Attempts to write short sentences in meaningful contexts.

How will we do this?

Children will develop the physical ability to write by developing their motor skills during 'Dough Disco' (strength and dexterity of fingers) and 'Squiggle While you Wiggle' (learning how to make different lines such as straight, wavy and zigzag). They will learn how to spell and write during phonic sessions and develop all of their skills in context through their play.



Maths

- Baseline
- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Count actions or objects which cannot be moved.
- Selects the correct numeral to represent 1 to 5 objects.
- Counts an irregular arrangement of up to 5 objects.
- Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Use familiar objects and common shapes to create and recreate patterns and build models.
- Beginning to use everyday language related to money.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects.
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.

How will we do this?

Many of these maths skills will be introduced in context and/or through stories. The children will then be encouraged to practise and develop their skills during their play.

**Understanding of the World**

- Enjoys joining in with family customs and routines
- Looks closely at similarities, differences, patterns and change
- Completes a simple program on a computer.

How will we do this?

We are often guided with what to learn about in this area by what is going on in the world around us (e.g. Autumn, Diwali, Halloween, Bonfire Night and Christmas) and by what the children are interested in. We will use a combination of stories, videos and artefacts to allow children to develop an understanding of how people are the same and how they are different. The children will also practise their technology skill when they are expressing their understanding of their learning, for example taking photos of their activities.

**Expressive Arts and Design**

- I can safely use and explore a variety of materials, tools and techniques
- I can experiment with colour, design, texture, form and function.
- I can use what I have learnt about media and materials in original ways, thinking about uses and purposes.
- I can represent my own ideas, thoughts and feelings through art.

How will we do this?

The children will develop their creative abilities through direct teaching and when expressing their own thoughts and ideas in their play – these will usually be linked to topics that are currently entertaining the children. There will be specific music learning during circle time (singing and using instruments) and during Singing Assemblies.