



Curriculum Half Termly Overview

Title - What is a reflection?
Can I switch it on?

Year group - Reception

Term - Spring 1



Literacy- Reading	Literacy- Writing	Communication and Language - Listening and Attention / Understanding / Speaking
<ul style="list-style-type: none"> • Snow white and the seven dwarves children to use repeated phrases and learn actions for conjunctions. • Develop story main features and sequential language. • Read words and simple sentences independently at home and school. • Use mirrors to read mirror words to solve clues. • Create own story based on 'Through the Magic Mirror' by Anthony Browne. Children illustrate what they can see and write a description. • Children to familiarise themselves with rhyming poems; including Mirror, Mirror poem (from My Hippo has hiccups by Ken Nesbitt). Identify rhyming words and sort them. 	<ul style="list-style-type: none"> • Children label creations using words and simple sentence ie. I have made.. • Children use sequencing cards to order a story and write labels and descriptions for each picture. Provide word mats, word banks and simple picture dictionaries to support the children's writing. • Set out a long roll of paper with pots of brightly-coloured pens, pencils and felt tips. Draw a path down the middle of the piece of paper. Write 'Once upon a time' and 'The End' on separate cards, then sticky tack to opposite ends of the paper roll. Work with the children to retell Snow White and the Seven Dwarves using drawings, speech bubbles, simple sentences, labels and captions. Check the story is told in the correct sequence, asking the children to walk along the roll of paper whilst you read it. They can add more detail after checking the accuracy of their work. • Complete a rhyming string and create a rhyming poem following a model. 	<ul style="list-style-type: none"> • Read Snow White and the seven dwarves to the children. After reading, ask the children to explain what happens in the story, using character names correctly and identifying the main events. Encourage story language whilst using a story map to support retelling. • Using the Matching boot cards, give each child one boot from a pair to hold. Hold the boots up one at a time, asking 'Who has got the matching boot?' Allow the children to come out and match up the boots, explaining how they are the same. Display the boots together on a table top or magnetic whiteboard, so they are symmetrical. • Show the children the Reflections presentation. Encourage them to talk about what they can see, with particular attention to the surfaces in which the reflections form, for example, in glass, water and metals. Challenge the children to explain what is happening in each picture, for example 'The tree is reflected in the water' or 'The clouds are reflected in the puddle'. • Sit with a small group of children and provide each with a handheld mirror. Ask the question 'What is a reflection?' Listen to the children's responses. Encourage them to look closely at their facial features and describe them in detail. Ask questions such as 'How many different colours can you see in your eyes?' 'What can you see inside your mouth?' 'Can you count your freckles?' Model useful vocabulary for the children to listen to and then use themselves.
Maths - Numbers	Maths - Shape, Space and Measures	
<ul style="list-style-type: none"> • Working in front of a vertical mirror, take it in turns to hold out a number of counters for each child and ask them to count how many you have. Place their counters in front of the mirror and ask 'How many counters can you see now?' You can introduce the word 'double' for those children who are ready. Allow children to further explore the concept of doubling by putting other objects in front of the mirror. • Addition and subtraction - number bonds to 5. • Numbers and place value to 10. Including addition and subtraction. 	<ul style="list-style-type: none"> • Can the children make patterns that are symmetrical? • Do they use mathematical language, such as symmetry, pattern, shape, next to? • Do the children seek other materials to include in their patterns? • Provide maths mirrors and a good range of 2-D shapes of different colours. Model how to create a pattern using the shapes along the bottom edge of the mirror. Can the children see what is happening in the mirror? Encourage the children to explore pattern making using as many different shapes as they can, selecting a particular shape to use and saying its name. Show the children how to add a second mirror at a 90° angle to explore what happens. • Provide the Blank butterfly template. Challenge the children to use 2-D shapes to make symmetrical patterns on the butterfly's wings. Encourage the children to use positional language to describe where they are placing the shapes. For example 'I am putting the circle next to the square'. 	
Physical Development - Moving and Handling / Health and Self Care	PSED - Making Relationships / Self-Confidence and Self - Awareness / Manage Feelings and Behaviours	
<ul style="list-style-type: none"> • Working in a big space, ask the children to find a partner. With a partner of your own, model how to mirror movements with one person leading and the other following. Encourage the children to work together to mirror a sequence of movements using different parts of their body. Ask children who do it well, to demonstrate to others. Confident children should be encouraged to mirror more challenging movements, such as hopping or skipping. • Provide children with the Simple paper shapes for folding. Show the children how to carefully fold the shape in half along a line of symmetry, and encourage them to observe how each shape meets the opposite side. Once children are confident at folding the symmetrical shapes, provide some asymmetrical shapes to demonstrate the difference. • DANCE - Winter themed dance. (Peterlee partnership) - combining what we wear, what 	<ul style="list-style-type: none"> • Ask the children to find a partner with a similar-sized hand! Mark a line with chalk or tape on a flat surface and ask the children to create symmetrical patterns with their hands. Allow the children time to play with the concept, practising and trying out their ideas. When the children have grasped the idea and made a symmetrical image, use a digital camera or tablet to take a photo. Print them out for the children to annotate and add captions. Encourage the children to ask for help if they need it and to express their ideas and opinions. • Working with a small group of children ask 'How are you feeling today?' Give each a handheld mirror and ask 'How does your face change when you smile? How does your face change when you are sad? How does your face change when you are angry?' Ask the children to make these expressions in the mirror and explain what happens to their faces. Encourage the children to draw a picture of their face showing a particular emotion. Those children who are able can add a sentence or caption such as 'When I am happy my eyes 	

we see in winter, which animals we see, what sports people play in winter.

- Form our letters correctly using letter rhymes.
- Thinking about the different ways that we can work together as a team and explore different games.
- Managing own personal hygiene and getting dressed for PE independently.

crinkle' or 'When I am sad my mouth turns down'.

- Using the [Butterfly and moth picture cards \(part 1\)](#), [Butterfly and moth picture cards \(part 2\)](#) and [Butterfly and moth picture cards \(part 3\)](#) ask each child to choose a card from a basket or bag. Then, challenge them to move around the space to find their 'other half'. Who can find their partner the fastest? Does everybody have the right pair of cards? How do they know? Encourage the children to describe how they know they have the right partner using vocabulary such as the same, symmetrical and pair.

GOING FOR GOALS

Who do you admire/ look up to?

What do you want to be when you are older?

What do you need money for?

Risk - Explaining to the children that there is a possibility that they might not have/ make as much money as others and the implications this can have.

Animal care tasks

- [Deprivation](#)

Understanding of the World Peoples and Communities	Understanding of the World The World	Understanding of the World Technology
<ul style="list-style-type: none"> • Linked to going for goals and aspirations -families aspirations, adults jobs. • 	<ul style="list-style-type: none"> • Show children photographs of butterflies and moths and ask them to look carefully at the patterns and colours. Ask questions to prompt children's scientific thinking, such as 'Why do you think butterflies and moths have patterns on their wings?' and 'How are a butterfly's wings the same or different to a moth's wings?' Listen to their explanations and answer any questions they have. Explain that butterflies and moths have these patterns and colours for various reasons, including camouflage. Provide a range of drawing materials, non-fiction books and mini books for children to record their responses. • Create puddles in Tuff Tubs and on hard outdoor surfaces, or use real ones if they are available! Encourage the children to find out and describe what happens when they look into the puddles. Can they disturb or change the reflection? Encourage the children to describe what they can see using the following words: reflection, reflect, shiny and mirror. Explore the potential of capturing their reflections in the puddles using a digital camera. 	<ul style="list-style-type: none"> • Ask the children 'What is a selfie?' Explain that a selfie is a self-portrait made using a mobile device. Work with the children in pairs and small groups to take selfies. You might even want to provide a selfie stick for the task! Upload the children's photographs into software such as PowerPoint. Children can then edit their pictures using formatting tools and artistic effects. •
<p>Expressive Arts and Design Exploring and Using Media and Materials /Being Imaginative</p>		
<ul style="list-style-type: none"> • Set mirrors on easels and offer charcoal pencils and coloured sugar paper for drawing self portraits. Provide good quality portrait paintings and drawings for inspiration. Display the sign 'Portrait artists work here'. • Take a portrait photograph of each child and print them in colour on A4 paper. Cut each picture in half down the main line of symmetry and stick it on a white piece of paper. Provide mirrors for the children to see how their face changes as they alter the angle of the mirror. Encourage the children to use a range of drawing materials to draw the other half of their face. • Provide the children with a small clay tile and a range of mark making tools. Lightly mark a line down the middle of each tile. Ask the children to make their tile symmetrical by making the same marks or patterns on each side. When their tile is dry, the children can glaze or use ready-mixed paints to colour them. • Read <i>Little Beaver and the Echo</i> by Amy MacDonald. What did the beaver really hear? What made his voice echo? Discuss what an echo is and how sound reflects off solid objects, so that we hear the noise again. Do the children have any experience of echoes, such as in tunnels or large empty rooms? Clap a simple rhythm and ask the children to 'clap it back'. Play the game in small groups or pairs once they are confident. Children could also play rhythms on different instruments or sing words or phrases for their partner to repeat as an 'echo'. • Set mirrors on easels and offer charcoal pencils and coloured sugar paper for drawing self portraits. Provide good quality portrait paintings and drawings for inspiration. Display the sign 'Portrait artists work here'. 		
<p>Notes RRSA family groups</p>		