
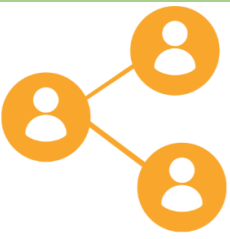

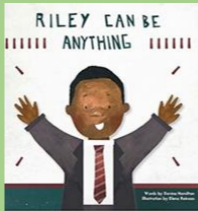





Spring Term Reception Class Medium Term Plan Themes: Fairy Tales and Rhyme **Prime Areas**

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
<p>Communication and Language</p> 	<p>Listening Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.</p> <p>Attention Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p> <p>Respond Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.</p> <p>Understanding Consider the listener and takes turns to listen and speak in different contexts.</p> <p>Speaking Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>
<p>Personal, Social and Emotional Development</p> 	<p>Dreams and Goals</p> <ol style="list-style-type: none"> 1. I understand that if I persevere I can tackle challenges 2. I can tell you about a time I didn't give up until I achieved my goal 3. I can set a goal and work towards it 4. I can use kind words to encourage people 5. I understand the link between what I learn now and the job I might like to do when I'm older 6. I can say how I feel when I achieve a goal and know what it means to feel proud <p>Healthy Me</p> <ol style="list-style-type: none"> 1. I understand that I need to exercise to keep my body healthy 2. I understand how moving and resting are good for my body 3. I know which foods are healthy and not so healthy and can make healthy eating choices 4. I know how to help myself go to sleep and understand why sleep is good for me 5. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet 6. I know what a stranger is and how to stay safe if a stranger approaches me  	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p>Key vocabulary: Persevere, goal, job, challenge Healthy, unhealthy, stranger, clean</p>
<p>Physical Development</p> 	<p>Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Further develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p>

Specific Areas

English Key Texts



Daily songs, nursery rhymes and school/class songs.

Literacy



Comprehension

Use picture clues to help read a simple text.
 Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.
 Show understanding of some words and phrases in a story that is read aloud to them.
 Express a preference for a book, song or rhyme, from a limited selection.
 Play is influenced by experience of books (small world, role play).

Word Reading

Read individual letters by saying the sounds for them.
 Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
 Read a few common exception words matched to the school's phonic programme.

Writing Spring 1

Emergent writing Use appropriate letters for initial sounds.
Composition Orally compose a sentence and hold it in memory before attempting to write it.
Spelling Spell to write VC and CVC words independently using Phase 2 graphemes.
Handwriting Shows a dominant hand. Write from left to right and top to bottom.

Helicopter Stories Progression Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.

Writing Spring 2

Emergent writing Build words using letter sounds in writing.
Composition Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.
Spelling Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.
Handwriting Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.

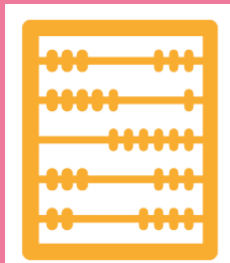
Helicopter Stories Progression More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words

Phonics

Phase 3

Recognise and read phase 3 sounds. Read words with phase 3 sounds in.

Mathematics



Texts



Spring 1

Alive in Five!
 Introducing zero
 Comparing numbers to five
 Composition of 4 & 5
 Comparing mass
 Comparing capacity
Growing 6,7,8
 6,7,8
 Making pairs
 Combing two groups
 Length, height and time

Spring 2

Building 9 & 10
 9 & 10
 Comparing numbers to 10
 Bonds to ten
 3D shape pattern
Consolidation

Key vocabulary:

Zero, compare, estimate, weigh, light, heavy, lighter, heavier, full, empty, half full, nearly empty/full, pair, long, short, longer, longest, shorter, shortest, tall, taller, tallest, first, last, morning, afternoon, evening, 3D shape, cube, cuboid, sphere, cylinder, cone

Understanding the World

Science

Why is it always cold in winter?

Understand some important processes and changes in the natural world around them, including the seasons
 Keep a simple record of each day in terms of rainfall, sunshine, temperature, etc.
Key knowledge: know that winter comes after autumn and that the temperature is colder in the winter. List some weather conditions in the winter. Know that some animals hibernate over winter.
Key vocabulary: winter, bare, cold, temperature, weather, hibernate

Science

Which mini-beasts can we see in our school grounds?

Begin to observe for an extended time
 Be able to record what they have seen
 Being able to use a simple system for counting number of observations Explore the natural world around them, making observations and drawing pictures of animals and plants
Key knowledge: identify and name some mini-beasts (spider, worm, woodlouse, beetle)



Geography

What would it be like to live in another country?

Recognise some environments that are different to the one in which they live.
 Recognise some similarities and differences between life in this country and life in other countries.
 Know that the lives of children may be different according to where you were born and live.

Key knowledge: the children know that life can be different in other countries. They can tell someone how Australia is different to the UK.

Key vocabulary: world, weather, lives, similarities, differences

RE Spring 1 Which people are special and why?

Talk about people who are special to them.
 Say what makes their family and friends special to them.
 Recall and talk about Jesus as a friend to others.
 Recall a story about a special person in Sikhism and talk about what can be learnt from it.

Key knowledge: Know why Jesus is important to Christians

Key vocabulary: special, different, qualities/talents, Sikhism, community

Key Vocabulary: mini-beast, worm, beetle, spider, woodlouse, explore, collect

What happens in the spring?

Understand some important processes and changes in the natural world around them, including the seasons
Key knowledge: buds grow on trees in the spring time, flowers start to grow and some animals such as sheep are born in the spring.

Key vocabulary: buds, spring, grow, blossom, flowers

History

Who used these gadgets and what were they used for?

Use different artefacts to help them understand how things change over time, e.g., telephone
 Comment on images of familiar situations in the past.

Confidently use words like yesterday, last week, last term and a long time ago

Key knowledge: children know that the past has already happened. They know that people used different gadgets to what we use now.

Key vocabulary: past, gadget

RE Spring 2 Which places are special and why?

Talk about somewhere that is special to you, and tell others why it is so special.

Key knowledge: know that a church is a special place to Christians.

Key vocabulary: special, church, memories, religious, spiritual, worship

Expressive Arts and Design



<u>Drawing skills</u>	With support begin to add detail and appropriate colours. Begin to think about the size of their drawing in correlation to the paper and images/shapes.
<u>Colour mixing</u>	With support, use poster paints to mix colours. Identify and compare light and dark colours.
<u>Collage and texture</u>	Use a range of cut and un cut materials With support, select appropriate glue for materials e.g. glue stick or PVA Use given outlines and begin to create their own outlines Select a material from more than one choice e.g. feathers or collage, to create a more a personalised outcome.
<u>Painting</u>	Introduce thinner brushes Use water pots to clean brush Begin to explore mixing colours Use colour pallets and blocks
<u>Equipment</u>	tape PVA glue Thinner brushes Water pots Colour pallets and blocks Spreaders
<u>Cutting</u>	Cut a range of lines e.g. straight, wavy, zig zag Hold scissors correctly with less adult support
<u>DT</u>	<u>Making Bridges for the Goats</u> <u>Making a House for the Three Little Pigs</u> Discuss what they are going to make and create a simple list of what they need/want to include in their design. Observe and describe the features of a range of similar products to the ones they are creating/designing to help generate their list Draw a picture of what they want their product to look like. Explore and discuss a range of materials that they could use to make their product. Talk about what they like and could improve about their products with prompts Key knowledge: children will know how to join materials using tape, glue and construction pieces. Key vocabulary: join, plan, improve, materials, cut, balance,
<u>Music</u>	Repeat a given rhythm Discuss change/ patterns as the music develops Move in time to a piece of music with a pulse and respond Explore instruments independently and in a group Sing in a group increasingly matching the pitch Listen to different kinds of music from across the globe Perform in front of an audience with increasing confidence Key knowledge: know how change pitch and move in time to the music. Key vocabulary: pattern, rhythm, pitch-high and low, perform