

Reception Topic - Spring

2

'Time of Growth'

Reception Medium Term Planning Spring 2 -

| <u>Reception Spring Term 2</u> | Week One - | Week Two - | Week Three - | Week 4 |
|--------------------------------|--|---|--|--|
| Rhyme | Little Miss Muffet. Children to learn off by heart. | | | |
| Key Focus Text | 'The Enormous Turnip' - Literacy Spine: Cumulative Tale. | | | |
| PSED | SEAL - Going for Goals | SEAL - Going for Goals | SEAL - Going for Goals | Good friendship skills |
| C&L AND LIT | <p>Role Play Area - e.g. Garden Centre etc based on children's interests</p> <p>Circle time - talk about holidays</p> <p>The Enormous Turnip - Imitate: Introduce book/Sequence pictures/ Look at 5 parts? Opening/build-up /problem/resolution/ending/Masks - Drama Send home oral retell using a story frame</p> | <p>Role Play Area - e.g. Garden Centre etc based on children's interests</p> <p>The Enormous Turnip - Imitate: Sequence/Written retell</p> <p>Use of Hounslow sentence structure grid</p> | <p>Role Play Area - e.g. Garden Centre etc based on children's interests</p> <p>The Enormous Turnip - Innovate: Change an aspect/aspects of the story e.g. characters/setting/events</p> | <p>Vet Role Play Area - e.g. vet etc based on children's interests</p> <p>Circle time - talk about holidays</p> <p>Jasper's Beanstalk- Imitate: Introduce book/Sequence pictures/ Look at 5 parts? Opening/build-up /problem/resolution/ending/Masks - Drama Send home oral retell using a story frame</p> |
| MATHS | <p>Counting and sorting</p> <p>Use everyday language to talk about size to compare (quantities)</p> <p>Use familiar objects and common shapes to create and recreate patterns (see EAD)</p> | Adding coins | <p>In practical activities and discussion, begin to use the vocabulary involved in addition</p> <p>1 more extending to adding 2 more etc.</p> | <p>In practical activities and discussion, begin, begin to use the vocabulary involved in subtraction</p> <p>1 less extending to subtracting 2 less etc.</p> |
| UW | Discussion and experimentation of what plants need to grow | Planting bulbs | Understanding where milk, eggs and meat come from... | Baby animal names / farm and wild animals |
| PD | See separate outdoor plan - based on topic and children's needs/interests | See separate outdoor plan - based on topic and children's needs/interests | See separate outdoor plan - based on topic and children's needs/interests | See separate outdoor plan - based on topic and children's needs/interests |
| EA&D | Vegetable printing - e.g. potato and turnips | Making flowers | Observational drawings of vegetables. Focus on form, shape, colour | Using water beads |
| ICT | Work on basic word processing skills | Work on basic word processing skills | Pattern images. Focus on shape, colour | Espresso - plants and growing |

| <u>Reception</u> <u>Spring</u> <u>Term2</u> | Week Five - Jasper's beanstalk | Week six - Easter |
|---|---|---|
| PSED | Mother's day | How to show resilience? |
| C&L AND LIT | Role Play Area - e.g. Garden Centre etc based on children's interests Jasper's Beanstalk- Imitate: Sequence/Written retell Use of Hounslow sentence structure grid | Easter story |
| MATHS | Place numbers 1-20 in order. Place value. Identify numbers before, after, in between. | Shape and assessment |
| UW | Plant lifecycle | Why do Christians believe Jesus is special? |
| PD | See separate outdoor plan - based on topic and children's needs/interests | See separate outdoor plan - based on topic and children's needs/interests |
| EA&D | Observational drawings of plants | Making Easter cards |
| ICT | Purple mash/cbeebies/tizzy | Purple mash/cbeebies/tizzy |

| Learning Intentions 40-60mths | Spontaneous learning opportunities and ongoing | Planned activities | Resources, events, outings and visitors |
|--|---|--------------------|---|
| <p><i>Making Relationships</i> • 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.</p> <p><i>Self Confidence & Self awareness</i> .Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.</p> <p><i>Making Friendships & Behaviour</i> • 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.</p> | <ul style="list-style-type: none"> ◆ Circle time - talk, listen, ask questions, contribute own feelings and ideas ◆ Review of the day - share achievements with the group ◆ Show work to class and in assemblies (parents/carers) ◆ Continue beginning and end of day routines ◆ Continue simple routines of the day ◆ Take turns to use limited equipment e.g. bikes, computer etc. ◆ Work in pairs and small groups at classroom activities ◆ Talk to adults and peers in pairs and small groups ◆ Put on coats, aprons, dressing up clothes, sand hats ◆ Communicate needs ◆ Use self help systems - aprons, milk, fruit, register ◆ Join in discussions about stories and books that emphasise moral issues ◆ Introduce different customs through stories and books etc. | | |

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| <p>Listening & Attention</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Understanding</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. *Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Speaking</p> <ul style="list-style-type: none"> • 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. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Writing</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Reading</p> <ul style="list-style-type: none"> • 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. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. | <ul style="list-style-type: none"> ♦ Talk about personal experiences in class and group circle times, review times, class discussions ♦ Use imaginative talk in role play, small world play, puppet play, ♦ Listen attentively in group times, play and to audio tapes ♦ Converse with others in all classroom areas ♦ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc. ♦ Choose to look at books alone and with others ♦ Bring books and take books home ♦ Read class labels, names, signs ♦ Talk about pictures in books ♦ Retell familiar stories in role play and small world etc. ♦ Join in stories, rhymes and songs ♦ Talk about own experiences related to content of book ♦ Make up own stories inspired by books, poems, pictures, music etc ♦ Make marks to signify writing ♦ Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zigzag books, flap books ♦ Write name at every opportunity – sign up for dinner, computer, bikes, as label for models, on any work on paper ♦ Practice forming letters using pens, pencils, crayons, chalks, paints, sand, dough | | |

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| <p>Numbers - Recognise some numerals of personal significance.</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • 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, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Shape, Space & Measure-</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. | <ul style="list-style-type: none"> ◆ Sing number songs and rhymes e.g. ◆ Count 1-5, 1-10, 1-20 ◆ Errors in counting backwards and forwards using puppet (missing number, repeated number, wrong order) ◆ Recite number names in order, continuing the count forwards or backwards from a given number ◆ Count a set of objects (5, 10, 20) giving just one number name to each object ◆ Estimate small numbers without counting e.g. 1-6 dice/dominoes or fingers ◆ Recognise none and zero in stories, rhymes and when counting ◆ Play error games with puppet e.g. count same object twice, miss out an object, make an error in counting sequence, touch but don't name, summarise incorrectly ◆ Count sounds, movements, moving things, objects in a circle, blank number track ◆ Count quietly on fingers and in head ◆ Recognise numerals 1-9, then 0 and 10, then 10 and beyond ◆ Compare two numbers and say which is more or less ◆ Say a number which lies between two given numbers ◆ Find one more or one less than a number from 1-10 | | |

Foundation Stage Medium Term Planner - Understanding of the World Term Spring 2 Reception

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|---|--|--------------------|---|
| <p>People & Communities -</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>The World -</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Technology -</p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. | <ul style="list-style-type: none"> Explore textures such as wet/dry sand, dough, sand mousse, gravel, talc, etc Make DT models with junk materials Make family puppets Build constructional models based on celebration theme Get to know where things are kept in the classroom Observe things closely, record through drawing and modelling Discuss changes, patterns, similarities and differences e.g. Observe and record the weather Use computers, calculators, programmable toys, tape recorders, cameras confidently Explore modelling through clay, junk, fabric, construction kits, cookery, woodwork Use small world and role play to explore other lives and environments Visit other people and places Find out about the world through looking at books, pictures, artefacts, talking to visitors Develop language of time through sequencing events and daily routines | | |

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| <p><i>Moving & Handling-</i></p> <ul style="list-style-type: none"> • 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. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • 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. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p><i>Health & Self Care -</i></p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <ul style="list-style-type: none"> • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • 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. | <p>Gross motor</p> <ul style="list-style-type: none"> ◆ Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area ◆ Join in sessions that focus on travelling skills (running, hopping, skipping, jumping) and body parts <p>Fine motor</p> <ul style="list-style-type: none"> ◆ Do range of jigsaws ◆ Sewing - cards, binca, holes punched in paper ◆ Threading beads, reels, pasta, shapes etc. ◆ Dressing up ◆ Make collages/models using scissors, glue, tape, paper, junk ◆ Use woodwork tools with support ◆ Use paintbrushes and mark-makers ◆ Play with sand and water toys, ◆ Use computer keys and mouse ◆ Model with dough, clay, plasticine rolling pins and cutters, etc. ◆ Explore textures e.g. gravel, talc, ◆ Use cutlery independently at lunchtimes <p>Health</p> <ul style="list-style-type: none"> ◆ Adopt healthy and hygienic routines throughout the school day | | |

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| <p><i>Exploring using media and materials -</i> .Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><i>Being Imaginative -</i> - Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.</p> | <ul style="list-style-type: none"> ◆ Collage with different fabrics, papers, foods and materials ◆ Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper. ◆ Printing with string, shapes, food, leaves, lino, ◆ Drawing with pencils, pens, crayons, chalks, and charcoal on different sized, shaped and textured paper. ◆ Modelling with junk, clay, dough, construction, wood ◆ Look at paintings and other forms of art and discuss content and style ◆ Recreate and make up new characters and stories through imaginative and small world play ◆ Make music through singing, body sounds, classroom objects and musical instruments ◆ Listen to a wide range of music from around the world and from different times ◆ Respond to music through painting, drawing and writing ◆ Dance to a range of music from around the world and from different times | | |