



Gatley Primary School

Reception Medium Term Plan: Spring

What does it mean to grow?



| Spring 1 | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---------------------------------------|--|---|--|--|---|---|---|
| | | W.C 03/01/22 | W.C 10/01/22 | W.C 17/01/22 | W.C 24/01/22 | W.C 31/01/22 | W.C 07/02/22 |
| English | | | | | | | |
| Class Text | Funny Bones | | Your Body | | Oliver's fruit salad/ vegetables | | |
| Powerful Knowledge Concept and detail | Writing Structure & Content Using clearly identifiable letters to communicate meaning. | Reading Identifying/reading the class text understanding the use of phonics | Grammar labelling/picking out Topic related vocabulary | Writing Writing facts about the body | Reading (Grammar) Punctuation Forming sentences/finger spaces (building before writing) | Answering What does it mean to grow? | |
| Maths | | | | | | | |
| Powerful Knowledge Concept and detail | Number Ordering numbers | Calculation- Part Part whole (visual representations) | Making Connections- Fractions and percentages- splitting amounts into different size parts using number bonds | Number- value of numbers over 10. | Calculation- Part Part Whole using the part whole model | Calculation- Problem Solving- Using money | |
| Topic | | | | | | | |
| Main Topic | Question Driving Learning | Does Growing mean getting bigger? | | | What came first? | | |
| | Subject Discipline | Science | Science | RSHE | RSHE | Science | Science |
| | Powerful Knowledge Concept and detail | Biology- Animals/Humans The skeleton- Why do we have bones? | Biology- Animals/Humans The skeleton- Why do we have bones? | Health and Wellbeing Healthy foods, healthy body, healthy mind | Health and Wellbeing Healthy foods, healthy body, healthy mind | Drawing Conclusions How does a seed grow into a plant/flower? | Drawing Conclusions How does a seed grow into a plant/flower? |



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|------------------------------|--|--|--|---|---|--|--|
| Minor Topic | Subject Discipline | PSHE | PSHE | PSHE | Art | Computing | Computing |
| | Powerful Knowledge Concept and detail | Managing Transition Discussing transitional periods and how these have made us feel. | Managing Transition Discussing transitional periods and how these have made us feel. | Managing Challenges Encouraging the children to explore a variety of challenges. | Critical Engagement Crop Art | Computational thinking Researching different healthy foods and making a fact file. | Computational thinking Researching different healthy foods and making a fact file. |
| Dual Assessment Focus | Subject Discipline | RSHE | Physical Development | Science | Science | PSHE | PSHE |
| | Progression of Skills Statement and detail | Caring Relationships | Developing techniques | Biology Outlining the basic needs of humans | Biology Outlining the basic needs of humans | Awareness of relationships | Awareness of relationships |
| PE | | | | | | | |
| | Outdoor | RC Gross Motor Skills Developing Technique Hand-eye coordination | RC Gross Motor Skills Developing Technique Hand-eye coordination | RC Gross Motor Skills Developing tactics and strategies Understanding strategies and rules. | RC Gross Motor Skills Developing tactics and strategies Understanding strategies and rules. | RC Gross Motor Skills Competition Team Games | RC Gross Motor Skills Competition Team Games |
| | Indoor | Movement and Dance Developing Technique | Movement and Dance Developing Technique | Movement and Dance Performance | Movement and Dance Performance | Movement and Dance Analysing and Evaluating | Movement and Dance Analysing and Evaluating |



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| Spring 2 | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|--|--|--|--|---|--|--|
| | | 21/02/22 | 28/02/22 | 07/03/22 | 14/03/22 | 21/03/22 | 28/03/22 |
| English | | | | | | | |
| Class Text | | The Hungry Caterpillar The Tiny Seed | | Curious garden/Van Gough Greta's Giants | | Trip to Zoo | |
| Powerful Knowledge Concept and detail | | Writing Audience and purpose Diary entries. | Reading Drawing Conclusions Linking the story to real life growth. | Grammar Punctuation Use of capital letters finger spaces consistently within writing. | Writing Vocabulary and Spelling Writing a letter. | Reading Prediction What can we learn from the zoo? | Writing Structure and Content Creating a fact file about animals from the zoo. |
| Maths | | | | | | | |
| Powerful Knowledge Concept and detail | | Number- Number recognition | Calculation- Statistics (Doubling) | Making Connections- Addition | Calculation- Statistics (halving) | Making Connections- Subtraction | Making Connections- Problem Solving (doubling, halving and sharing practically) |
| Topic | | | | | | | |
| Main Topic | Question Driving Learning | How can we keep living things alive? | | | Does every living thing grow? | | |
| | Subject Discipline | Science | Science | Science- | Science- | Science | Social Understanding |
| | Powerful Knowledge Concept and detail | Biology- Plants Making observations How do plants grow and what do they need? | Biology- Plants Making observations How do plants grow and what do they need. | Hypothesising and predicting What would happen if plants grew in different environments? Focus on specific plants and habitats. | Experimentation Cress experiment. What happens when we grow cress in different places? | Biology – Animals How are animals different to plants? E.g. what do they need to grow CHESTER ZOO TRIP | Rituals, Celebrations & Lifestyles |

