



Read St. John's Reception Class Medium Term Planning



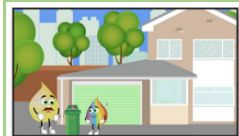





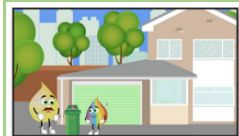





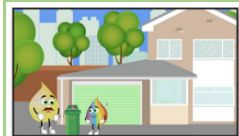



Spring 1 Bears

| | | | | | | |
|---|--------|--------------------|------------------------|-----------------------|------------------|-----------------|
| Possible Themes & Interests (based on interests the children have had in past years) | WINTER | NORTH & SOUTH POLE | HOT AND COLD COUNTRIES | PADDINGTONS POSTCARDS | CHINESE NEW YEAR | VALENTINE'S DAY |
| | | | | | | |
| Suggested Texts | | | | | | |

Prime Areas

| Area of learning | Objectives/skills | Revisit/ongoing throughout the year | Best fit assessment | | |
|----------------------------|---|-------------------------------------|---------------------|--------------|-------------------------------|
| | | | On track | not on track | extra focus assessment needed |
| Communication and Language | 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. | Learn new vocabulary | | | |

| | | | | | |
|--|---|--|--|--|--|
| | <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>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> | | | |
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|---|---|---|--|---|--|---|---|---|---|---|---|---|--|---|--|--|--|
| <p>Personal, Social and Emotional Development</p> | <p>Express feelings: Can show pride in achievements by showing work to others. <i>Understand how to use the 'take 5' breathing exercise to help with big feelings.</i></p> <p>Manage behaviour: Understand behavioural expectations of the setting.</p> <p>Self-awareness: Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.</p> <p>Independence: Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Can talk about healthy and unhealthy foods.</p> <p>Collaboration: Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> <p>Social skills: Seek others to share activities and experiences.</p> <p>1 Decision</p> <table border="1" data-bbox="371 1318 1721 1764"> <tr> <td data-bbox="371 1318 593 1449">  </td> <td data-bbox="593 1318 1023 1449"> <p>Pink's Screen Time Pink loves to play computer games. During this story, he will find out more about the importance of managing screen time.</p> </td> <td data-bbox="1023 1318 1261 1449">  </td> <td data-bbox="1261 1318 1721 1449"> <p>Yellow Learns About Germs During this story, Yellow learns about how germs can transfer from one Drop to another, and how to prevent germs from spreading.</p> </td> </tr> <tr> <td data-bbox="371 1459 593 1596">  </td> <td data-bbox="593 1459 1023 1596"> <p>Rainbow Helps at Home Rainbow is learning how to contribute at home, by washing up and helping with the recycling. Will Rainbow discover why it is important to help?</p> </td> <td data-bbox="1023 1459 1261 1596">  </td> <td data-bbox="1261 1459 1721 1596"> <p>Purple is Poorly Purple has chicken pox. During this story, Daddy and Purple will visit the doctor's surgery and the pharmacy on her journey to feeling better.</p> </td> </tr> <tr> <td data-bbox="371 1606 593 1764">  </td> <td data-bbox="593 1606 1023 1764"> <p>Orange Helps Out After Red helps Orange with her painting, Orange gets the chance to help Red. They both get gold stars for kind and helpful behaviour.</p> </td> <td data-bbox="1023 1606 1261 1764">  </td> <td data-bbox="1261 1606 1721 1764"> <p>Purple's Pet Bird Purple's Pet Bird, Rico, has been feeling poorly. Sadly, Rico passes away. Purple, together with her family, work through her feelings. They create a lovely memory box and share great memories together.</p> </td> </tr> </table> <p>Extra as relevant to the current needs of the children</p> |  | <p>Pink's Screen Time Pink loves to play computer games. During this story, he will find out more about the importance of managing screen time.</p> |  | <p>Yellow Learns About Germs During this story, Yellow learns about how germs can transfer from one Drop to another, and how to prevent germs from spreading.</p> |  | <p>Rainbow Helps at Home Rainbow is learning how to contribute at home, by washing up and helping with the recycling. Will Rainbow discover why it is important to help?</p> |  | <p>Purple is Poorly Purple has chicken pox. During this story, Daddy and Purple will visit the doctor's surgery and the pharmacy on her journey to feeling better.</p> |  | <p>Orange Helps Out After Red helps Orange with her painting, Orange gets the chance to help Red. They both get gold stars for kind and helpful behaviour.</p> |  | <p>Purple's Pet Bird Purple's Pet Bird, Rico, has been feeling poorly. Sadly, Rico passes away. Purple, together with her family, work through her feelings. They create a lovely memory box and share great memories together.</p> | <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.</p> | | | |
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Physical Development

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, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

REAL PE FOCUS

Cognitive Cog Focus – understand and follow simple rules, name some things I am good at.

Dynamic balance: On a line

Static Balance skill: Stance

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Complete separate fine motor writing assessment.

| Assessment | | Pre-Phonemic Stage | | | | |
|---|--------------------------------------|-----------------------------------|--------------------------------|--|---|---------------|
| Pictures | Random Scribbles | Scribble writing | Symbols that represent letters | Random letters | Letter Strings | Letter groups |
| | | | | | | |
| Picture tells a story to convey message | Starting point of any point of paper | Progression is from left to right | Match letters or symbols | Letter strings move from L to R and move down the page | Separated by spaces to resemble different words | |
| Indicate initials below: | | | | | | |
| Aut 1 | | | | | | |
| Aut 2 | | | | | | |
| Sp1 | | | | | | |
| Sp2 | | | | | | |
| Sum 1 | | | | | | |
| Sum 2 | | | | | | |

Specific Areas

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).

Daily questioning to develop comprehension skills.

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.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

WRITING
Emergent writing:
 Use appropriate letters for initial sounds.
Composition:
 Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.
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. Begin to form recognisable letters.
 Talk for writing
 Child recites story, writes story map, changes key parts and then writes captions to tell their own version of the story.

Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.

Phonics

Little Wandle
Reception Spring 1

Continue to revisit all taught sounds daily and practice sound discrimination.

| | Phase 3 graphemes | New tricky words |
|--------|-------------------|------------------|
| Week 1 | ai ee igh oa | |

Mathematics

Numbers 5 and 0



| | | | | | |
|------------|------------|------------|------------------|------------------|------------------|
| Alive in 5 | Alive in 5 | Alive in 5 | Growing 6,7,8 | Growing 6,7,8 | Growing 6,7,8 |
|------------|------------|------------|------------------|------------------|------------------|

Continue to revisit key skills
– Counting, Subitising,
Composition, Sorting,
matching, comparing &
ordering

| | | | | | | |
|-------------------------|--|--|--|--|--|--|
| | Introducing zero | Ongoing opportunities to explore and apply the understanding of ‘nothing there’ or ‘all gone’ - the number name zero and the numeral 0 used to represent this idea. | | | | |
| | Comparing numbers to 5 | Continue to compare numbers, one quantity can be more than, the same as or fewer than another quantity. Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations. | | | | |
| | Composition of 5, five wise | Continue to develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts. Opportunities in provision to explore and notice the different compositions of 4 and 5. | | | | |
| | Comparing Mass | Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Common misconception than the bigger item is the heaviest. | | | | |
| | Comparing Capacity | Continue to build on understanding of full and empty to show half full, nearly full, and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice, and beads. Provide different sized and shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide, and shallow. Encourage the children to make direct comparisons by pouring from one container into another. They can also use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container. | | | | |
| | | | | | | |
| | Number 6, 7, 8 | Represent 6,7,8 in different ways, count out from a larger group. Support conceptual subitising by arranging 6,7 or 8 items into small groups and see how the numbers are made up of smaller numbers. | | | | |
| | Making pairs - pairs wise | Begin to understand that a pair is two. Provide collections of items that come in pairs. Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner. Use Snap or memory games. | | | | |
| | Combining 2 groups | Use real objects to combine and see how many altogether. Encourage subitising skills. | | | | |
| | Length, height | Make direct comparisons. Encourage mathematical vocab relating to length – longer, shorter. To height – taller, shorter and breadth – wider, narrower. Make indirect comparisons using objects to measure items e.g., cubes or blocks. | | | | |
| | Time | Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen. | | | | |
| Understanding the World | Key Learning | | | | | |
| History | Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past. • Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. • Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. • Recall – talk to others about what they know about a key person, character, event from the past. • Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences. • Vocabulary – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. | | Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. | | | |
| Geography | Knowledge: Name some animals and identify them as living things. Identify the diet of some animals. Know the terms, carnivore, herbivore and omnivore. | | Observation: Explore the natural world around them by taking part in weekly | | | |
| Science | Chronology: Order teddy bears according to their age | | | | | |
| Pzaz units: | | | | | | |

Animals

Respect:
Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

Mapping:
Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.
Recognise some environments that are different to the one in which they live e.g., Antarctica.

Story maps

Enquiry:
Use technology and IT equipment to make observations or find information about different locations and places.
Recognise, know, and describe features of different places. Look closely at similarities and differences.

RE: Blackburn Diocese Units:

EYFS – Listening to the stories Jesus heard

EYFS – Friendship

What makes a good friend?

forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design

Develop storylines in their pretend play.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Artist Study – Yves Klein Artists who use hearts in their art (oil pastels)



Poetry Basket:

1. Popcorn – a six-line poem
2. Pancakes – a six-line poem
3. Let's Put on Our Mittens – a six-line poem
4. I Can Build a Snowman – a four-line poem
5. Carrot Nose – a four-line poem

Charanga – Spring 1

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---------------------|-------------|-------------|-------------|-------------|---------------|----------------------------|
| Overview & Planning | Me! | My Stories | Everyone! | Our World | Big Bear Funk | Reflect, Rewind and Replay |
| YEAR | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

Learn to sing nursery rhymes and action songs:

- Wind The Bobbin Up
- Rock-a-bye Baby
- Five Little Monkeys Jumping On The Bed
- Twinkle Twinkle
- If You're Happy And You Know It
- Head, Shoulders, Knees And Toes

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

