



Read St. John's Reception Class Medium Term Planning

Spring 2 - Where do you live and People who Help Us

Possible Themes & Interests (based on interests the children have had in past years)	CITY AND COUNTRY	PEOPLE WHO HELP US	HOUSES AND HOMES	EASTER
Books following possible themes				
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">+ Daily songs, poetry basket and school/class songs.</div>			

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	<p>Listening: Understand why listening is important.</p> <p>Attention: Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p> <p>Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Understanding: Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding.</p>	<p>Learn new vocabulary</p> <p>Use new vocabulary in different contexts.</p> <p>Use new vocabulary through the day in discussions and conversations.</p> <p>Learn new rhymes, poems, and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>			

Retell a story with exact repetition (T4W)
Speaking:
 Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences.
 Retell/create own stories for teacher scribing.
 Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'.
 Use talk to help work out problems and organise thinking and activities.

Personal, Social and Emotional Development

Express feelings:
 Can make choices and communicate what they need.
 Can name people in school they can turn to if they help or are worried.

Manage behaviour:
 Understand why listening is important and attend to other people both familiar and unfamiliar.



Self-awareness:
 Happy to stand up in assembly or in front of the class and share achievements with others.

Independence:
 Can get dressed and undressed for nature school/ PE club sessions.
 Begin to show persistence when faced with challenges.

Collaboration:
 Knows it is important to work together to look after our classroom resources and our school grounds.
 Can keep play going by co-operating, listening, speaking, and explaining.
 Can reflect on the work of others and self-evaluate their own work.

Social skills:
 Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.

1 Decision

	Orange Moves House Orange and Green are best friends. They live next door to each other. One day, Orange learns that she will be moving. How will the drops stay friends?		Blue Gets Lost Blue is in the supermarket with her Mum. Suddenly, she gets lost. In this story, Blue looks at what actions she should take to find her Mum in a public place.
	Green's Daddy Moves Out Green's Mummy and Daddy have decided to live in separate houses. During this story, Green learns that even though Mummy and Daddy live separately, they still love him very much.		Blue's Explores Road Safety Blue has had an accident on her scooter and needs to visit the hospital. Whilst she is there, she finds out more about road safety and how to keep safe.
	Orange Brushes Her Teeth Orange doesn't like brushing her teeth. During this story, she will find out more about why it is important that she takes the time to brush her teeth in the morning and at night.		Rainbow's Day Out Rainbow is out in the countryside with Grandad and Grandma. Whilst they are out in nature, they learn more about the environment.

Extra as relevant to the current needs of the children

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.

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

Complete separate fine motor writing assessment.

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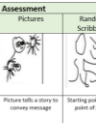

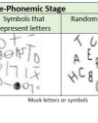
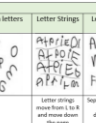



Physical Development

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.

Development of threading, weaving, and cutting skills.

Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters.
 Know how to form clear ascenders and descenders.

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.

Assessment	Pre-Phonemic Stage					
	Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter strings
						
Picture tells a story to convey message	Starting point at any point of paper	Progression from left to right	Which letters or symbols	Letter strings may form 1 to 4 and more down the page	Separated by spaces to identify different words	
Age 5						
Age 6						
Age 7						
Age 8						
Age 9						

Complete separate fine motor writing assessment.

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Specific Areas

<p>Literacy</p>	<p>COMPREHENSION Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.</p>																		
	<p>WORD READING Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>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.</p>																	
	<p>WRITING Emergent writing: Build words using letter sounds in writing. Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support. 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. Talk for writing progression: Children to write captions for their own story,</p>																		
<p>Phonics</p>	<p>Reception Spring 2</p> <table border="1"> <thead> <tr> <th></th> <th>Phase 3 graphemes</th> <th>No new tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</td> <td rowspan="5">Review all taught so far Secure spelling</td> </tr> <tr> <td>Week 2</td> <td>review Phase 3: er air words with double letters longer words</td> </tr> <tr> <td>Week 3</td> <td>words with two or more digraphs</td> </tr> <tr> <td>Week 4</td> <td>longer words words ending in –ing compound words</td> </tr> <tr> <td>Week 5</td> <td>longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</td> </tr> </tbody> </table>		Phase 3 graphemes	No new tricky words	Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling	Week 2	review Phase 3: er air words with double letters longer words	Week 3	words with two or more digraphs	Week 4	longer words words ending in –ing compound words	Week 5	longer words words with s in the middle /z/ s words ending –s words with –es at end /z/	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>			
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<p>Understanding the World</p> <p>History</p> <p>Geography</p> <p>Science Pzaz units: Materials Properties of Materials</p>	<p>Chronology: Talk about and understand changes beyond their own lifetime. Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p> <p>Enquiry: How have our homes changed? How have people in our communities changed? Shops? Shopkeepers? Police etc <i>Which materials are waterproof?</i> <i>Which biscuits are the best for dunking?</i></p> <p>Knowledge: Differences between towns and countryside Different types of houses Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.</p> <p><i>Identify the materials from which objects are made.</i> <i>Describe some of the characteristics of materials</i></p> <p>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. Describe special events (Easter)</p> <p>Mapping: Create a story map Identify how technology is used to share information e.g., google maps. Look at maps of London. Compare maps of the city and the countryside RE: Blackburn Diocese Units</p> <p>EYFS – Prayer What is prayer?</p> <p>EYFS – Easter</p>	<p>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.</p> <p>Explore the natural world around them by taking part in weekly forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants.</p>			
<p>Expressive Arts and Design</p>	<p>Create collaboratively sharing ideas, resources, and skills Combining different media and skills. Exploration of natural resources for art - Rubbings of leaves and plants.</p> <p>Natural artist study – Andy Goldsworthy.</p>  <p><i>Poetry Basket</i> Spring Wind Shoes Furry, Furry Squirrel A Little House Hungry Birdies</p> <p>Charanga – Spring 2</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>			

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overview & Planning YEAR R	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
	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

Charanga Songs:
 Old Macdonald
 Incy Wincy Spider
 Baa, Baa Black Sheep
 Row, Row, Row Your Boat

The Wheels on The Bus
 The Hokey Cokey

