

Spring 1 Medium Term Plan - Reception

Possible Theme		Possible WOW Moments		Special Celebrations	
Treasure Island Pirates, sea creatures, around the world, explorers, beaches, jungles		Pirate Day Baby chicks		Chinese New Year (1 st Feb) Valentine's Day (14 th Feb) St Patrick's Day (17 th March)	
Main Texts		Linked Texts			
Captain Yellowbelly The Tale of a Terrible Pirate The Lighthouse Keeper's Lunch		Somebody Swallowed Stanley The Fort The Troll		The Three Billy Goats Gruff Popeye/ Captain Pugwash (clip from the past)	
Vocabulary linked to topic	Title blurb fiction non-fiction prediction history past present photograph future long ago island mountain volcano beach country land submarine fields river map location observe floating sinking air design construct create weave safety Captain jolly roger treasure map compass cannon mast rigging sail				
Communication and Language	Objectives we will be covering: To begin to listen to longer stories and explain what is read to them, answering questions To understand 'how' and 'why' questions To be able to retell a short story To recite rhymes, poems and songs independently To use a range of tenses To use connectives when speaking To use new vocabulary within conversations and their play To begin to have longer conversations Begins to retell their own stories		Possible activities/ classroom enhancements: Wellcomm Big Book of Ideas for those children who are identified as Section 7 and below Learn a poem/ rhyme/ song a week (Poetry Basket) Tales Toolkit – create own stories Read stories including a range of tenses Word Aware Daily Story Time		
Personal, Social and Emotional Development	Objectives we will be covering: To persevere to reach their goals To resolve conflict themselves without retaliating To be able to use a knife and fork To zip up their own coat with minimal support Recognise the feelings of characters in stories Children are able to say what they are good at and what they need to practise Takes turns in games and activities without an adult present and offers to share toys Watches the person who is speaking and knows when it is their turn to speak Resolves conflict by themselves without retaliating		Possible activities/ classroom enhancements: PSHE activities (Decision 1) Encourage children to cut up their own food Encourage children to zip up their own coats Fine motor activities – doing up buttons, using tweezers, peg boards, pegging items on a washing line Time to Talk interventions Using puppets to act out stories Role-playing activities for resolving conflicts--		
Physical Development	Objectives we will be covering: To use core muscle strength to achieve good posture when sitting down To use scissors to cut straight lines		Possible activities/ classroom enhancements: Dream Big – PE Squiggle Whilst You Wiggle		

Please note this overview will be adapted to suit the children's interests and needs. If you would like to see in more detail what we cover, then please look at the Key Skills documents for each area of learning.

	<p>To begin to use scissors to cut curved lines To use tweezers to pick up objects To use a knife and fork To begin to use a tripod grip To throw a ball/ beanbag at a given target To catch smaller items from a longer distance To walk, run, climb, crawl, hop, jump and skip with increasing control</p>	<p>Dough Disco Fine motor interventions Range of cutting activities Have a range of balls available in the outdoor area Throwing/ catching games e.g. Piggy in the middle, throw the ball without dropping it</p>
Literacy	<p>Objectives we will be covering: To know where to find the blurb and know what the blurb is To ask questions about stories To retell a story using Tales Toolkit To predict what might happen next in a story To re-enact stories during play To repeat words and phrases from familiar stories To recognise all Set 1 sounds, including special friends To blend CVC words To recognise rhyming words To recognise Red Words: I, the, to, no, of, go, my, he To begin to read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words To form the some letters correctly: m n h r b p c a o g d e s f l i t j y u To confidently segment CVC words To begin to segment CCVC and CVCC words To begin to use finger spaces To write CVC words independently</p>	<p>Possible activities/ classroom enhancements: Puppets in Reading Area Story spoons Tales Toolkit Pinny Time (RWI) Additional daily RWI sessions Words of the week – children to practise reading and spelling the HFWs across the week Rhyming games Play Fred Talk games e.g. Fred says... Writing post cards Writing CVC words Caption writing Use objects e.g. lego for finger spaces</p>
Maths: White Rose Scheme	<p>For Maths we follow 'White Rose'. We will be covering the following topics: Growing 6,7,8 Building 9 & 10 Please see separate Maths Medium Term Plan for more detail</p>	
Understanding of the World	<p>Objectives we will be covering: To begin to talk about past and upcoming events with their immediate family To talk about different religions and celebrations To comment on experiences of a wide range of experiences and celebrations To compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences To share some similarities between characters, figures or objects To identify features on a simple map (trees, house, river, mountain) To draw own map To name at least 2 countries not in the UK and talk about what they are like To about how life might be different in other countries</p>	<p>Possible activities/ classroom enhancements: Making maps Exploring different countries Writing postcards Looking at historical figures: Anne Bonny, Captain Blackbeard Floating and sinking – make boats and see if they float Recycling</p>

Please note this overview will be adapted to suit the children's interests and needs. If you would like to see in more detail what we cover, then please look at the Key Skills documents for each area of learning.

	<p>To identify whether an objects floats or sinks</p> <p>To give an explanation as to why something floats or sinks</p>	
Expressive Arts and Design	<p>Objectives we will be covering:</p> <p>To draw bodies with detail e.g. bodies with sausage limbs and additional features</p> <p>To mix primary colours to make secondary colours</p> <p>To enhance small world play with simple resources</p> <p>To use imagination to develop own storylines</p> <p>To print with small blocks, small sponges, fruit, shapes and other resources</p> <p>To draw simple things from memory</p> <p>To talk about the process of how they made something</p> <p>To name a wide variety of instruments</p> <p>To select an instrument and play in time to music</p>	<p>Possible activities/ classroom enhancements:</p> <p>Making boats</p> <p>Fruit printing</p> <p>Show pictures & take it away, children to then attempt to draw the object themselves from memory</p> <p>Underwater scene – weaving</p> <p>Charanga (Music Scheme): Big Bear Funk</p>

Please note this overview will be adapted to suit the children's interests and needs. If you would like to see in more detail what we cover, then please look at the Key Skills documents for each area of learning.