

Spring 2 Medium Term Plan - Reception																			
Possible Theme					Possible WOW Moments										Special Celebrations				
Fee Fi Fo Fum! Growing, traditional tales, giants, castles, mythical creatures, minibeasts					Farm Trip Baby chicks Trip to the farm Growing plants and vegetables Explore the school grounds										Shrove Tuesday (1 st March) Easter (17 th April)				
Main Texts					Linked Texts														
Jack and the Beanstalk Oliver’s Vegetables					What Did the Tree See? Shhhhh! If I Had a Raptor										The Smartest Giant in Town Dragon Stew				
Vocabulary linked to topic	nonfiction minibeast insect life cycle egg hatch chrysalis duckling chick feathers fur beak scales shell talons cow / calf sheep/ lamb chicken/ hen/ cockerel/ chick pig/ piglet horse/ fowl duck/ duckling plant tree seed plant flower petal stem roots leaves branch bark toddler adult compare similarities differences younger older past present teeth sugar fillings dentist gums risk																		
Communication and Language	Objectives we will be covering: 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 new vocabulary within conversations and their play To begin to have longer conversations To retell their own stories To usually speak using the correct tense To articulate their ideas and thoughts in well-formed sentences, using connectives										Possible activities/ classroom enhancements: Wellcomm Big Book of Ideas for those children who are identified as Section 7 and below Learn a Nursery Rhyme each week Tales Toolkit – create own stories Read stories including a range of tenses Word Aware Daily Story Time Poetry Basket – Pancakes, Spring Wind, Furry Furry Squirrel, A Little Seed, Stepping Stones, Hungry Birdies								
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 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 To tell others how they have made them feel										Possible activities/ classroom enhancements: Children to cut up their own food 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 conflists--								

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	Makes healthy food choices Makes healthy choices in relation to health and wellbeing	
Physical Development	Objectives we will be covering: To use scissors to cut straight lines To begin to use scissors to cut curved lines To use tweezers to pick up objects To use a knife and fork 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	Possible activities/ classroom enhancements: Dream Big – PE 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
Literacy	Objectives we will be covering: 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, me, for, she, we, was To begin to read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words To form most letters correctly To confidently segment CVC words To begin to segment CCVC and CVCC words To begin to use finger spaces To write CVC words independently Use language such as “Once upon a time...”, ‘Suddenly...’, ‘First/ Next/ Then...’ to create and tell own story To begin to write a sentence	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 CVC words Caption writing Use objects e.g. lego for finger spaces
Maths: White Rose Scheme	For Maths we follow ‘White Rose’. We will be covering the following topics: Consolidation – bonds to 5/10 To 20 and Beyond First, Then, Now Please see separate Maths Medium Term Plan for more detail	
Understanding of the World	Objectives we will be covering: To begin to talk about past and upcoming events with their immediate family 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	Possible activities/ classroom enhancements: Baby/ toddler visit: What can I do that the baby can’t do? Share baby/ toddler and now photographs. Use the language of past and present. Match baby and now photographs. Compare favourite baby toy to present toys Sort clothes into baby clothes and what wear now

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	<p>Name and order the seasons</p> <p>Understand what changes happen in each season, discussing when and how things grow</p> <p>Can say what plants need to survive</p> <p>Can explain the life-cycle of a flower and one animal e.g. butterfly, frog</p> <p>Can observe and draw pictures of animals and plant</p>	<p>Growing beanstalks, flower and vegetables</p> <p>Labelling parts of a flower</p> <p>Observational drawings of a flower</p> <p>Look at plants in different environments around the world e.g. in deserts, rainforests</p> <p>Drawing outdoor area/ animals in the outdoor area</p> <p>Go on a Spring walk and discuss the seasonal changes you can see.</p> <p>Sort Spring objects/ photos (nature, clothes)</p> <p>Walk around local environment</p> <p>Drawing farm animals</p> <p>Matching baby animals to their parent</p> <p>Easter egg hunts</p> <p>Life-cycle of chicks/ butterflies/ plants</p> <p>Continue timeline in the classroom to show what children do over the year (include seasons, trips, celebrations) Put a marker to show the present point on the line. Talk about events being in the past or future.</p> <p>Daily calendar: sing songs for DOW and months, use language of weekend</p> <p>Take photos of children so can discuss how they change over the year e.g. how they are dressed for seasons, how have they changed?</p> <p>Sort foods into those that are good and bad for teeth.</p> <p>Discuss the effects of sugar on teeth and carry out sugar experiment to see what it does to teeth.</p> <p>Make houses for animals e.g. birds, minibeasts, hedgehogs</p> <p>Get chicks in school. Watch them hatch and talk about their life-cycle</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 draw simple things from memory</p> <p>To talk about the process of how they made something</p>	<p>Possible activities/ classroom enhancements:</p> <p>Learn Nursery Rhymes</p> <p>Show pictures & take it away, children to then attempt to draw the object themselves from memory</p> <p>Van Gogh Sunflowers</p> <p>Children to learn a range of Nursery Rhymes and the stories behind them. Where are the stories taking place? E.g. in a town, countryside What happened? sequence events. How has it changed? E.g. how have houses changed now from the houses Wee Willie Wilkie rain past</p>

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