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| **Spring 2 Medium Term Plan - Reception** | | | | | | |
| **Possible Theme** | | **Possible WOW Moments** | | | **Special Celebrations** | |
| **Fee Fi Fo Fum!**  Growing (plants and humans), traditional tales, giants, castles, mythical creatures, minibeasts | | Farm Trip  Baby chicks  Growing plants and vegetables | | | Shrove Tuesday (21st Feb)  Easter (9th April) | |
| **Main Texts** | | | **Linked Texts** | | | |
| Jack and the Beanstalk  Oliver’s Vegetables | | | What Did the Tree See?  Shhhhh!  The Smartest Giant in Town  The Hotel for Bugs | | | The Girl Who Planted Trees  Lift and Look Flowers and Plants, Bugs, Fruit and Vegetables  Egg to Chicken (Growing Up) |
| **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/ foul 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  Makes healthy food choices  Makes healthy choices in relation to health and wellbeing | | | 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-- | | |
| **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  Name and order the seasons  Understand what changes happen in each season, discussing when and how things grow  Can say what plants need to survive  Can explain the life-cycle of a flower and one animal e.g. butterfly, frog  Can observe and draw pictures of animals and plant | | | 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  Growing beanstalks, flower and vegetables  Labelling parts of a flower  Observational drawings of a flower  Look at plants in different environments around the world e.g. in deserts, rainforests  Drawing outdoor area/ animals in the outdoor area  Go on a Spring walk and discuss the seasonal changes you can see.  Sort Spring objects/ photos (nature, clothes)  Walk around local environment  Drawing farm animals  Matching baby animals to their parent  Easter egg hunts  Life-cycle of chicks/ butterflies/ plants  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.  Daily calendar: sing songs for DOW and months, use language of weekend  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?  Sort foods into those that are good and bad for teeth.  Discuss the effects of sugar on teeth and carry out sugar experiment to see what it does to teeth.  Make houses for animals e.g. birds, minibeasts, hedgehogs  Get chicks in school. Watch them hatch and talk about their life-cycle | | |
| **Expressive Arts and Design** | Objectives we will be covering:  To draw bodies with detail e.g. bodies with sausage limbs and additional features  To mix primary colours to make secondary colours  To enhance small world play with simple resources  To use imagination to develop own storylines  To draw simple things from memory  To talk about the process of how they made something | | | Possible activities/ classroom enhancements:  Learn Nursery Rhymes  Show pictures & take it away, children to then attempt to draw the object themselves from memory  Van Gogh Sunflowers  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 Wllie Wilkie rain past | | |