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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 | Baby chicksGrowing plants and vegetables | Palm Sunday (13th April)Easter (20th April) |
| **Main Texts** | **Linked Texts** |
| Jack and the BeanstalkOliver’s Vegetables | What Did the Tree See?Shhhhh!The Smartest Giant in TownThe Hotel for Bugs | The Girl Who Planted TreesLift and Look Flowers and Plants, Bugs, Fruit and VegetablesEgg 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’ questionsTo be able to retell a short storyTo recite rhymes, poems and songs independentlyTo use a range of tensesTo use new vocabulary within conversations and their playTo begin to have longer conversationsTo retell their own storiesTo usually speak using the correct tenseTo 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 belowLearn a Nursery Rhyme each weekTales Toolkit – create own storiesRead stories including a range of tensesWord AwareDaily 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 goalsTo resolve conflict themselves without retaliatingTo be able to use a knife and forkRecognise the feelings of characters in storiesChildren are able to say what they are good at and what they need to practiseTakes turns in games and activities without an adult present and offers to share toysWatches the person who is speaking and knows when it is their turn to speakResolves conflict by themselves without retaliatingTo tell others how they have made them feelMakes healthy food choicesMakes 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 coatsFine motor activities – doing up buttons, using tweezers, peg boards, pegging items on a washing lineTime to Talk interventionsUsing puppets to act out storiesRole-playing activities for resolving conflicts­-- |
| **Physical Development** | Objectives we will be covering:To use scissors to cut straight linesTo begin to use scissors to cut curved linesTo use tweezers to pick up objectsTo use a knife and forkTo use a tripod gripTo throw a ball/ beanbag at a given targetTo catch smaller items from a longer distanceTo walk, run, climb, crawl, hop, jump and skip with increasing control | Possible activities/ classroom enhancements:Dream Big – PEDough DiscoFine motor interventionsRange of cutting activitiesHave a range of balls available in the outdoor areaThrowing/ 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 ToolkitTo predict what might happen next in a storyTo re-enact stories during playTo repeat words and phrases from familiar storiesTo recognise all Set 1 sounds, including special friendsTo blend CVC wordsTo recognise rhyming wordsTo recognise Red Words: I, the, to, no, of, go, my, he, me, for, she, we, wasTo begin to read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception wordsTo form most letters correctlyTo confidently segment CVC wordsTo begin to segment CCVC and CVCC wordsTo begin to use finger spacesTo write CVC words independently Use language such as “Once upon a time…’, ‘Suddenly…’, ‘First/ Next/ Then…’ to create and tell own storyTo begin to write a sentence | Possible activities/ classroom enhancements:Puppets in Reading AreaStory spoonsTales ToolkitPinny Time (RWI)Additional daily RWI sessions Words of the week – children to practise reading and spelling the HFWs across the weekRhyming gamesPlay Fred Talk games e.g. Fred says…Writing CVC wordsCaption writingUse objects e.g. lego for finger spaces |
| **Maths:****White Rose Scheme** | For Maths we follow ‘White Rose’. We will be covering the following topics:TimeBuilding 9 & 103D shapesRepeated PatternsBuilding Beyond 10Please 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 familyTo comment on experiences of a wide range of experiences and celebrationsTo compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differencesTo share some similarities between characters, figures or objectsName and order the seasonsUnderstand what changes happen in each season, discussing when and how things growCan say what plants need to surviveCan explain the life-cycle of a flower and one animal e.g. butterfly, frogCan observe and draw pictures of animals and plant | Possible activities/ classroom enhancements:‘Living Eggs’ – Observing baby chicksShare baby/ toddler and now photographs. Use the language of past and present. Match baby and now photographs. Compare favourite baby toy to present toysSort clothes into baby clothes and what wear nowGrowing beanstalks, flower and vegetablesLabelling parts of a flowerObservational drawings of a flowerLook at plants in different environments around the world e.g. in deserts, rainforestsDrawing outdoor area/ animals in the outdoor areaGo on a Spring walk and discuss the seasonal changes you can see. Sort Spring objects/ photos (nature, clothes) Walk around local environmentDrawing farm animalsMatching baby animals to their parentEaster egg huntsLife-cycle of chicks/ butterflies/ plantsContinue 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 weekendTake 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, hedgehogsGet 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 featuresTo mix primary colours to make secondary coloursTo enhance small world play with simple resourcesTo use imagination to develop own storylinesTo draw simple things from memoryTo talk about the process of how they made something | Possible activities/ classroom enhancements:Learn Nursery RhymesShow pictures & take it away, children to then attempt to draw the object themselves from memoryVan Gogh SunflowersChildren 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 |