|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | | | Chinese New Year (29th Jan)  Valentine’s Day (14th Feb)  St Patrick’s Day (17th 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 | | | | |
| **Communic ation 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**  **Developme**  **nt** | 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 conflists-- | |
| **Physical**  **Developme**  **nt** | 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 | |

|  |  |  |
| --- | --- | --- |
|  | 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 | 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 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 | 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 |
| **Maths:**  **White Rose Scheme** | For Maths we follow ‘White Rose’. We will be covering the following topics:  Alive in 5  Mass & Capacity  Growing 6, 7, 8  Length and Height | |
| **Understan**  **ding of the**  **World** | 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  To identify whether an objects floats or sinks  To give an explanation as to why something floats or sinks | 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 |
| **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 print with small blocks, small sponges, fruit, shapes and other resources  To draw simple things from memory  To talk about the process of how they made something  To name a wide variety of instruments  To select an instrument and play in time to music | Possible activities/ classroom enhancements:  Making boats  Fruit printing  Show pictures & take it away, children to then attempt to draw the object themselves from memory Underwater scene – weaving  Charanga (Music Scheme): Big Bear Funk |