

Language

St Mary's Reception Medium Term Planning (Spring 1)



Frimelry Sendol						Galholie Primel
Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Communication and	 Listen atter 	,	nding to what they hear with discussions and small gr	•	omments and act	ions when being

Make comments about what they have heard and ask questions to clarify their understanding; Hold conversations when engaged in back and forth exchanges with their teacher and peers.

Refer to Book
Talk planning -

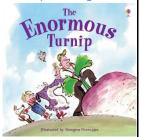


during carpet time (RE).

Continuous

Provision - see separate plan.

Refer to Book
Talk planning -



Discussions during carpet
time (RE).
Continuous
Provision - see
separate plan.

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Discussions - during carpet time (RE).

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Discussions - during carpet time (RE).

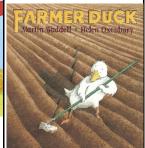
Continuous Provision - see separate plan.

Refer to Book Talk planning -



Discussions - during carpet time (RE).

Continuous Provision - see separate plan. Refer to Book Talk planning -



Discussions - during carpet time (RE).

Continuous Provision - see separate plan.

introduced of other explosion of the expression	vocabulary; inations for why th rhymes and poems ir ideas and feelin	s and one-to-one discussings might happen, maki when appropriate; gs about their experienc use of conjunctions with	ng use of recently int	roduced vocabulo	ary from stories, of past, present
Phonics - SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during registration.	Phonics - SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during registration.	Phonics - SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during registration.	Phonics - SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during registration.	Phonics - SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during	Phonics - SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during registration.

Personal, Social and

Self-Regulation

• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Emotional Development

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Discussions - feelings on returning to school.	Discussions - waiting for our turn. How might you feel? Why	Talk about our own feelings regularly. Continuous Provision -	Continuous Provision - observe.	Continuous Provision - observe.	Continuous Provision - observe.	
RE - Explore How are relationships deepened in everyday life?	must we wait? RE - Talking about being together - how might they feel?	observe.	Small group work discussions - feelings and sharing.	Small group work discussions - feelings and sharing.	Small group work discussions - feelings and sharing.	

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.

Continuing development during group tasks - independence in writing/maths. Continuing development during group tasks - independence in writing/maths.	group tasks - independence in writing/maths.	Continuing development during group tasks - independence in writing/maths.	Continuing development during group tasks - independence in writing/maths.	Continuing development during group tasks - independence in writing/maths.
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	Embed classroom expectations - new areas. Regular discussions around healthy food - link to farm topic.	Embed classroom expectations - new areas. Regular discussions around healthy food - link to farm topic.	Embed classroom expectations - new areas. Regular discussions around healthy food - link to farm topic.	Embed classroom expectations - new areas. Regular discussions around healthy food - link to farm topic.	Embed classroom expectations - new areas. Regular discussions around healthy food - link to farm topic.	Embed classroom expectations - new areas. Regular discussions around healthy food - link to farm topic.
	Form positive	lay cooperatively a	nd take turns with othe adults and friendships v and others needs.			
	Small group work. Continuous Provision.					
Physical Development	 Demonstrat 	pace and obstacles e strength, balanc	s safely, with considerat e and coordination when nning, jumping, dancing,	playing;		
	PE - See separate plan (Move with Max)	PE - See separate plan (Move with Max)	PE - See separate plan (Move with Max)	PE - See separate plan (Move with Max)	PE - See separate plan (Move with Max)	PE - See separate plan (Move with Max)

	Continuous provision - classroom/ outside in the garden.	Continuous provision - classroom/ outside in the garden.	Continuous provision - classroom/ outside in the garden.	Continuous provision - classroom/ outside in the garden.	Continuous provision - classroom/ outside in the garden.	Continuous provision - classroom/ outside in the garden.
	 Use a range 	il effectively in pre	eparation for fluent wri luding scissors, paint bri re when drawing.		l grip in almost a	ll cases;
	Writing activities - morning whiteboard work / writing in all areas to encourage development. Pen Disco - whole class. Dough disco - whole class. Drawing / writing - english books.	Writing activities - morning whiteboard work / writing in all areas to encourage development. Pen Disco - whole class. Dough disco - whole class. Drawing / writing - english books.	Writing activities - morning whiteboard work / writing in all areas to encourage development. Pen Disco - whole class. Dough disco - whole class. Drawing / writing - english books.	Writing activities - morning whiteboard work / writing in all areas to encourage development. Pen Disco - whole class. Dough disco - whole class. Drawing / writing - english books.	Writing activities - morning whiteboard work / writing in all areas to encourage development. Pen Disco - whole class. Dough disco - whole class. Drawing / writing - english books.	Writing activities - morning whiteboard work / writing in all areas to encourage development. Pen Disco - whole class. Dough disco - whole class. Drawing / writing - english books.
Literacy	Comprehension					

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate where appropriate key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Refer to book talk planning.	Refer to book talk planning.	Refer to book talk planning.	Refer to book talk planning.	Refer to book talk planning.	Refer to book talk planning.
English activity – labelling using initial sounds. Continuous provision.	English activity - I can see sentence (linked to a farm picture) Continuous provision.	English activity - story sequencing. Continuous provision.	English activity - design my egg and write a sentence Continuous provision.	English activity - caption writing from the little red hen Continuous provision.	English activity - labelling Continuous provision.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

| Phonics - SW |
|---------------|---------------|---------------|---------------|---------------|---------------|
| Daily Reading |

Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

	English - labelling using initial sounds.	English - Write words to describe the turnip	English - design and write a sentence on the Odd Egg.	English - design an egg and write a sentence.	English – caption writing.	English - observational drawing with simple phrase / sentence.
Mathematics	Subitise (reAutomatica	ecognise quantities lly recall (without 1	number to 10, including without counting) up to reference to rhymes, counting bonds to 10, inclu	5; unting or other aids)		to 5 (including
	Comparison - (see NCETM planning)	Counting, ordinality and cardinality (see NCETM planning)	Comparison (see NCETM planning) Recognising what numbers make up each number eg 8 - 5 and 3/4 and 4	Composition (see NCETM planning) Subitise - how many do they see?	Composition (see NCETM planning) Beginning to recognise the whole number - recalling double facts.	Composition (see NCETM planning) Doubles - sorting
	 Compare qu 	unt beyond 20, rec	ognising the pattern of t different contexts, rec y.	_ ,	antity is greater	than, less than or
	More than/ fewer than	Finding out 'how many' objects there are - verbally practising	Comparison of quantities and recognising patterns through which is	Counting during Rhyme time - recognising different numbers.	Counting during rhyme time - double facts.	Encouraged to look at similarities and differences. Quantity -

		counting beyond 20	greater than/less than.		Verbal counting beyond 20.	greater than/less than.
Understanding the world	 Know some what has be 	the lives of the peo similarities and dif een read in class; I the past through :	ople around them and the ferences between thing settings, characters and	gs in the past and now	-	•
	Discuss what we did before half term - past. Talk about what we are going to do this half term.	Discuss what we did last week - refer to learning journey. Understand the past through book talk planning - link to settings and characters.	Discuss what we did last week - refer to learning journey. Understand the past through book talk planning - link to settings and characters.	Discuss what we did last week - refer to learning journey. Understand the past through book talk planning - link to settings and characters.	Discuss what we did last week - refer to learning journey. Understand the past through book talk planning - link to settings and characters.	Discuss what we did last week - refer to learning journey. Understand the past through book talk planning - link to settings and characters.

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.

	Look at different environments - link to farm	Look at different environments - link to farm	Look at different environments/differe nt country - link to farm	Look at different environments - link to farm	Look at different environments - link to farm	Look at different environments - link to farm
	Know some drawing onUnderstand	e natural world arou similarities and dif their experiences o	und them, making observ ferences between the na and what has been read in rocesses and changes in	atural world around thin class;	hem and contrast	ing environments,
	Explore the outdoor area	Talk about different environments - link to farm/books	Explore outdoors - talk about different environments.	Explore outdoors	Signs of Spring	Explore outdoors
Expressive Arts and	texture, fo • Share their	and explore a varie rm and function; r creations, explain	ty of materials, tools an ing the process they hav als when role playing cha	ve used;	_	ur, design,
Design	Create a scarecrow. Face masks - linked to farm (Reading area)	Farm crafts - tractor/animals	Mothers Day cards	Farm crafts - animals. Vegetable printing.	Create our own farm	Easter cards
	Being Imaginat	ive and Expressive	ELG	I .		

Sing a rang	 Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music 						
Continuous provision - story spoons to recount narratives.	Continuous provision - story spoons to recount narratives.	Continuous provision - story spoons to recount narratives. Role play	Continuous provision - story spoons to recount narratives.	Continuous provision - story spoons to recount narratives.	Continuous provision - story spoons to recount narratives.		
Role play	Role play		Role play	Role play	Role play		