

Medium Term Plan for Daily Provision –

Spring Term – Reception

Curriculum Coverage:	Data Implications:	Special Focus:
<p>Communication and Language Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Articulate their ideas and thoughts into well formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		<p style="text-align: center;">Special Focus:</p> <ul style="list-style-type: none"> • Communication and Language – NELI programme delivery and training • Vocabulary development • Reading tricky words – introducing certificate scheme <hr/> <p>Festivals/ Special Occasions:</p> <ul style="list-style-type: none"> • Chinese New Year – • Pancake Day – • Valentine’s Day – 14th February • Mother’s Day –
<p>Physical Development Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. Develop overall body-strength, balance, co-ordination and agility. Develop and refine a range of ball skills. Know and talk about the different factors that support their overall health and wellbeing: healthy eating, regular physical activity, tooth brushing, screen time, sleep and road safety. Revise and refine the fundamental movement skills they have already acquired. Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Core Texts: <u>Spring 1</u> <u>Winter</u></p> <ul style="list-style-type: none"> • One Snowy Night by Nick Butterworth • The Gruffalo’s Child by Julia Donaldson <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • Lunchbox – The story of your food by Chris Butterworth • Why Should I Brush My Teeth? By Usborne Books <p><u>Guess How Much I Love You?</u></p> <ul style="list-style-type: none"> • The Jolly Postman by Janet and Allen Ahlberg • Love Monster by Rachel Bright • Guess How Much I Love You? By Sam McBratney <p><u>Spring 2:</u> <u>Animals</u></p> <ul style="list-style-type: none"> • The Lion and the Mouse Fable • Monkey Puzzle 	<p>Other Learning Experiences:</p> <ul style="list-style-type: none"> • Living Eggs Project • Stay and Write parent workshop • Bring Someone You Love to Lunch • Stay and Count parent workshop • Developing links to 1000 stories further

<p>PSED Think about the perspective of others. Manage their own needs. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge.</p>	<ul style="list-style-type: none"> • Rumble in the Jungle <p>Life Cycles</p> <ul style="list-style-type: none"> • The Chicken that Hatched a Cow • The Life Cycle of a Chick (Non-fiction) • Easter Poems 	
<p>Literacy Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words. Spell words by identifying the sounds and then writing the sound with letters. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower case and capital letters correctly. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check it makes sense.</p>	<p>Links to National Curriculum Areas:</p> <p>History:</p> <ul style="list-style-type: none"> • Houses past and present- We will look at how houses have changed and discuss similarities and differences. (Example -where the toilet was, electricity and building materials) • Communication –we will discuss how communication has changed over time such as letters, postcards, emails, text messages, FaceTime etc. (we use lots of e-mails and texts now but these weren't available in the past so people wrote letters or made phone calls) • How have you changed since you were a baby? Children to bring in a photograph of when they were a baby and discuss how they have changed (such as hair, height, teeth) 	<p>Daily Routines:</p> <ul style="list-style-type: none"> • EAL intervention groups • Writing/ Maths intervention groups • Talk Boost groups • Daily reading sessions for individual children • NELI
<p>Mathematics Count beyond 10. Understand the 'one more than/ one less than' relationship between consecutive numbers. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. Compare length, weight and capacity. Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.</p> <p>Understanding the World Talk about members of their immediate family and community. Comment on images of familiar situations in the past.</p>	<p>Geography:</p> <ul style="list-style-type: none"> • Habitat comparisons – where do different animals live? We will look at different animal habitats and why they need to live in that environment. • Comparing houses- We will look at the different types of houses detached, semi-detached, terrace, bungalow, flats. We will look at our houses using google earth and discuss what type of house it is. We will explore the local area to compare different houses. (How the houses are different, terraced houses are joined to each other, detached are not joined to others, flats don't have stairs inside) • Weather and seasons – how has it changed? We will discuss the weather daily and discuss how it has changed from Autumn to Winter. (the weather is getting colder, the trees are bare of leaves, we may see sleet or snow) 	<p>English:</p> <ul style="list-style-type: none"> • CVC words- We will use phonics skills to read and write CVC words modelling the use of Fred fingers. • Simple sentences- We will use phonics skills to be able to write simple sentences and begin to use adjectives and conjunctions 'and', 'because'. Focus on letter formation and using capital letters, finger spaces and full stops correctly. • Read and understand CVC words and simple sentences- We will use phonics skills to read and match pictures and words/sentences and complete comprehension activities to check understanding. • Segmenting and blending words- We will use phonics skills to read words.

<p>Understand that some places are special to members of their family. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Comment on images of familiar situations in the past. Name and describe people who are familiar to them.</p> <p>Expressive Arts and Design Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Science:</p> <ul style="list-style-type: none"> • Life cycles- We will look at the lifecycle of chickens using Living Eggs we will discuss each stage. (the chicken lays an egg, keep the egg warm, the egg hatches, a chick comes out – the cycle repeats) • Seasons and change- We will look at the different seasons Autumn, Winter, Spring and Summer and look closely at the changes that happen during each season. (weather, temperature, trees, environment around us) • Healthy eating- We will look at healthy and unhealthy food and discuss the importance of eating healthy and the impact it has on our body. We will also discuss the different food groups. • Exercise – We will complete exercises and notice the effect it has on our bodies. (heart beats faster, get hotter, out of breath) • Animals – We will learn the words nocturnal and diurnal and know some animals in each group. (Owls are nocturnal, humans are diurnal) • Temperature – we will learn about how changes in temperature affect changes (turning ice into water) We will know that a thermometer is used to measure temperature. (the thermometer shows the temperature going down when we go somewhere colder and up when we go somewhere warmer) • Shadows – We will understand how a shadow is made (an object blocking a light source) • Changes of state – We will explore different states and sort materials into solids and liquids. 	<p>Maths:</p> <ul style="list-style-type: none"> • 3D shapes- We will discuss the names and properties of 3D shapes and look at 3D shapes in the environment. • Number bonds to 2,3,4 and 5. We will recognise number bonds to a range of numbers. • One more and one less- We will find one more and one less than any given number using large carpet tiles, number lines, cubes etc. • Matching numeral to quantity- We will match numeral to quantity using numerals and objects. • Finding the total of two groups – We will use objects to put two groups together and count them all to find the total. • Part part whole – We will look at part part whole models and use them to help us find missing numbers. • Length, Weight and capacity – We will use vocabulary related to length, weight and capacity. We will make comparisons between objects. • Shapes – We will explore shapes in different ways.
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