


Inspiring and enabling our school community to live life to the full

	RECEPTION MEDIUM TERM PLAN – SPRING 1 TOPICS: DINOSAURS, FOOD, CHINESE NEW YEAR	KEY: NC links Science History Geography Art Design & Technology Music Computing RE
<p style="text-align: center;">Communication and Language</p> <p>Understand why listening is important. Know what good listening looks like. (Look at the speaker, be still, think about what is being said) Be able to listen attentively when others are speaking. Understand that they need to put their hands up to speak in a large group situation. Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason. Learn and use new vocabulary. Begin to understand what a question is. Be able to answer who, where and when questions. Begin to answer why and how questions Speak to others in an audible voice during circle times. Articulate their ideas and thoughts in full sentences. Be able to use social phrases eg. “Good morning” “Please” “Thank you!” Listen attentively to stories and non-fiction texts. Join in with patterned language in familiar stories. Be able to link events in a story to their own experiences. Be able to sequence pictures showing the main events of a story. Be able to retell familiar stories. Be able to adapt familiar stories to create their own versions. Be able to identify rhyming words in stories, rhymes and songs. Learn a range of poems, rhymes and songs by heart. Be able to take on different roles when playing in the role play area (eg. dinosaur expert or visitor at the Dinosaur Museum, waiter or customer at the Chinese restaurant).</p>	<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>*Understand what makes a good friend. *Be able to show kindness to friends who are upset. *Be able to identify how others might be feeling in daily life and in the stories that they read. *Respect the feelings and wishes of others. *Understand that some actions can hurt or harm others. *Know the school rules and why they are important. * Links with RE “What does it mean to be kind?” Understand the key emotions of happy, sad, angry, afraid and calm through the use of “The Colour Monster” book. Understand how we can identify these key feelings in ourselves. Show resilience and perseverance in the face of challenge. Be able to set their own goals and work towards them eg. in the modelling area or when playing with a ball Learn about strategies for calming down when angry and begin to use these. Be able to identify how others might be feeling in daily life and in the stories that they read. Respect the feelings and wishes of others. Understand that some actions can hurt or harm others. Know the school rules and why they are important. Understand the importance of routines for promoting good quality sleep Understand why sleep is so important for good health Understand how to keep themselves warm outside on a cold day – wear coat, hat gloves, don’t get wet, keep active! Know why it is important to use a tissue for a runny nose (and where to dispose of it). Know how to cough into their elbow to avoid spreading germs. Know which adults they can trust (at home, at school and in the community) and who they can ask for help. Know about how to make an emergency phone call. Appreciate that music is a great way of changing your mood and making you happy Know that making music together helps us to share ideas and listen to the ideas of others.</p>	<p style="text-align: center;">Physical Development</p> <p>Understand why movement & exercise is important. Develop overall body strength, balance, co-ordination and agility through exploring the trim trail and climbing equipment in the EYFS outdoor area and school playgrounds. Be confident to lift, move heavy objects such as the tyres and planks in the EYFS outdoor area. Develop stamina when running as part of the “Daily Mile”. Be able to move along on a three or two wheeled scooter. Develop core strength through the use of climbing equipment, wheelbarrows, trowels to dig in the sand, rakes to gather fallen leaves. Develop small motor skills through activities such as threading, using tweezers, pouring, dancing with scarves, using spray bottles, dressing and undressing dolls, gardening, playing with small world toys, making models with junk materials, building with construction kits, and using dough. Be able to cut using scissors. Be able to hold a pencil using a comfortable tripod grip. Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.) To use their core strength to achieve a good posture when sitting on the floor. Be able to form all lower-case letters in the correct cursive style. Be able to form capital letters correctly. Be able to get undressed and dressed for PE.</p> <p><u>Get Set 4 PE – Dance:1</u> To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions.</p>

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Literacy

Listen attentively to stories and non-fiction texts.
Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.
Join in with patterned language in familiar stories.
Be able to link events in a story to their own experiences.
Be able to sequence pictures showing the main events of a story.
Be able to retell familiar stories.
Be able to predict what might happen next in a story.
Be able to identify rhyming words in stories, rhymes and songs.
Learn a range of poems, rhymes and songs by heart.
Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear, air, er
Be able to say the sounds for each UPPER CASE letter of the alphabet.
Be able to say the names of the alphabet in order
Be able to blend words containing Phase 3 digraphs independently.
Be able to read words containing the double letters dd, mm, tt, bb, rr, gg, pp, ff
Be able to read the tricky words – was, you, they, my, by, all, are, sure, pure
Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.
Read and re-read books matched to their phonic ability.
Be able to recognise full stops, question marks and exclamation marks in the books they read and in the environment around them.
Be able to form all lower case letters in the correct cursive style.
Be able to segment words with known digraphs in order to write them down.
Write their own labels and captions for pictures and story maps.
Write simple lists eg. shopping lists, lists of soup ingredients
Write Chinese New Year and Valentines cards to each other and family members.
Write simple sentences supported by writing frames, using the GPC's and tricky words taught in phonics lessons.
Begin to leave spaces in between words when they write.
Begin to use full stops at the end of a sentence.
Begin to use capital letters at the start of a sentence.
Write factual sentences about dinosaurs.
Write predictions about where Harry's dinosaurs went to - " They went to . . . "
To know about the key features of a recipe – list of ingredients, what to do
Write a recipe for a smoothie.
Use the word "and" to join ideas in a sentence.

Maths

Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect numbers to numerals
Begin to identify missing parts for numbers within 5
Explore the structure of the number 6 and 7 and "5 and a bit" and connect this to finger patterns and the Hungarian number frame
Be able to notice equal and unequal groups when comparing numbers
Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the "staircase" pattern
Order numbers and play track games
Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Begin to identify the properties of common 3D shapes
Recognise and name common 3D shapes
Recognise, understand and know the four seasons
Recognise key months (festivals, birthdays)
Begin to learn the months of the year and recite these in order
Recognise units of time: seconds, minutes, hours, days, weeks (fortnight), months, years

Use and understand the language of length: long, short, longer, taller etc.
Use and understand the language of weight: heavy, light, heavier, lighter etc.
Compare two weights using direct comparison
Compare two and then three lengths or heights to establish the order from longest to shortest
Measure a length or height using uniform non-standard units (cubes, building bricks, crayons)
Measure a weight using uniform non-standard units (large marbles, conkers)

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Understanding The World

Know that there was life on earth before humans existed.
Begin to understand what life on Earth looked like in the distant past through non-fiction books about dinosaurs.
Know that palaeontologists can help us find out about the distant past through studying fossils.
Begin to understand how fossils were formed.
Learn and use simple vocabulary to talk about past events eg. in the past, a long time ago, before I was born, many years ago
Understand how humans can damage the environment through pollution and litter/waste (linked to book – “Dinosaurs and all that rubbish”)
Think about ways in which they can look after the environment.
Locate China on the globe and find out about aspects of Chinese culture – flag, language (spoken and written) food, clothing, festivals (Chinese New Year).
Explore the following questions:-
“What does it mean to be kind?”
“Why are some people remembered by others?”
“What can we learn from stories? “
“Why are some places special?”
“Why are some items and actions special?”
Know that Christians believe that everyone is precious to God.
Know that the Bible is a special book for Christians and has stories about God and Jesus.
Know the Bible story of “Jesus Welcoming the Children” and how this shows that everyone including children are precious to God.
Know that Christians celebrate a new baby with a special service at church – a thanksgiving or a baptism.
Know that Christians try to follow Jesus’ Golden Rule “To do for others what you want them to do for you”.
Learn basic gardening skills such as weeding, clearing fallen leaves and chitting potatoes.
Know that some foods are good for us and some foods are not so healthy.
Be able to sort foods into “healthy” and “not healthy”.
Know that sweet, sugary foods can cause tooth decay.
Understand the importance of regular tooth brushing.
Be able to observe and describe winter weather (eg. snow, ice, frost, fog, sleet, hail) (Also links to Geography)
Be able to give reasons why a particular hat is suitable for a particular type of weather, based on the observable simple properties of the material from which it is made.
Use a camera to take photographs of their learning.
Know that they must hold the camera very still whilst taking a photograph.
Know how to use the viewfinder to ensure that the object of their picture is within the frame.
Know some rules for staying safe online – never share personal information, never respond to messages from people they don’t know, never post or share photos online, never agree to meet someone you have met online. (Safer Internet Day)

Expressive Arts and Design

Join in with role play linked to stories read in class.
Be able to develop storylines in their pretend play.
Be able to take on a different role in their pretend play.
Be able to hold a pencil correctly.
Be able to draw and paint animals showing an awareness of all the different body parts
Be able to make careful drawings from first hand observation eg. fruit, minibeasts
Be able to draw pictures inspired by the stories they hear.
Be able to hold a paint brush correctly.
Know that paint brushes need to be washed before using another colour.
Learn about colour mixing through opportunities to experiment freely.
Talk about the marks they make using simple Art and Design language. (eg. curved, zigzag, yellow squares)
Evaluate their own work by saying what they like about it.
Know how to make patterns and pictures by printing using a range of different objects
Know about Henri Matisse and how he created pictures using collage.
Be able to select, manipulate and combine collage materials to make a picture eg. dinosaur
Hold scissors correctly and cut a range of different materials.
Be able to cut around an outline with increasing accuracy.
Tear paper into strips and simple shapes.
Apply adhesive sparingly and place glued surfaces together accurately.
Learn how to cut tape and use this to join materials together.
Understand how tape can be used to create a hinge eg. door that can open
Organise and combine shapes, textures and colours to make pictures or patterns.
Assemble and disassemble the component parts of a range of construction kits.
Combine boxes and other found materials to create junk models.
Combine large equipment outside (planks, blocks, tyres, crates etc) to create dens etc
Design, make and evaluate a fruit smoothie.
Mould and create shapes with malleable materials.
Use simple tools to cut shapes and impress patterns and textures into malleable materials.
Learn to sing a range of songs linked to their learning in other areas

- Literacy – Alphabet song
- Maths - Five Little Men in a Flying Saucer, Five Currant Buns, There were Ten in the Bed, The Days of The Week Song
- Class assemblies – This little light of mine, He’s got the whole world, Noah builds an ark, I’ve got the joy, joy, joy, Jesus love is very wonderful
- Topic – The Dinosaur Stomp

Sing Up Music – Shake My Sillies Out
Listen to music and show the beat with actions.
Be able to sing an action song with changes in speed.
Play along with percussion instruments.
Create a sound story using instruments to represent different animal sounds/movements. Perform the story as a class.