


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

	RECEPTION MEDIUM TERM PLAN – SPRING 2 TOPICS: ANIMALS, MINIBEASTS, EASTER	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, when, 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. vet or pet owner at the Vet Surgery).</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. 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 that animals can be trained to work for people Know that animals of all sizes must be treated with kindness. Understand that pets need a lot of care and attention to grow healthy. To initiate play, offering cues for peers to join them and to keep play going by responding to what others are saying or doing To understand that everyone brings their own skills when working as a team. To understand what we mean by “team work” and “collaboration”. To know that we can often achieve more as a team than we can as individuals.</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. <u>Get Set 4 PE – Gymnastics:1</u> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together.</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 two or more digraphs
Be able to read words ending in ing (eg. looking)
Be able to read compound words
Be able to read words ending in -s and -es (plurals)
Be able to longer words.
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 Easter cards to each other and family members.
Write simple sentences 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 instructions for looking after a pet.
Write sentences using the patterned language from "What the ladybird heard"
Write factual sentences about the life cycle of a frog.
Write rhyming sentences based on the book "Oi frog!"
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
Understand that two equal groups can be called a "double" and connect this to finger patterns
Sort odd and even numbers according to their "shape"
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

Recognise and name coins
Begin to understand the value of different coins
Make small amounts of money up to 10p by adding two coins (5p + 2p etc.)

Begin to recognise and name left and right
Recognise and use the language of direction: forwards, back, sideways, etc.
Follow and give directions using the appropriate language
Recognise days of the week and say which day it is
Recite the days of the week in order
Understand that something can happen 'after two sleeps' and understand the language: yesterday, tomorrow and today
Match key times of the day to o'clock times, e.g. school starts at 9 o'clock
Begin to read o'clock times on analogue clocks

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Understanding The World

Locate the African Savannah on a globe.

Understand how the African Savannah climate and landscape are different to their own environment.

Be able to name some animals that live in the African Savannah.

Know about the features of rainforest and desert environments and how these differ from their own environment.

Be able to name some animals that live in rainforests and deserts.

Understand the role of a farm in food production.

Explore the following questions:-

“Why are some occasions special?”

“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 Holi is a festival celebrated by Hindus.

Know the story of Krishna and the milkmaid and why Hindus remember this story at Holi.

Know about some of the ways Hindus celebrate Holi.

Know the Bible stories of Palm Sunday, Good Friday and Easter Sunday.

Understand why the cross is special symbol for Christians.

Begin to understand why forgiveness is an important idea for Christians.

Learn basic gardening skills such as planting potatoes, planting seeds, weeding and watering.

Be able to describe how the natural world changes as winter turns to spring. (Also links to Geography)

Be able to name and compare a range of different animals from different habitats eg. farm, rainforest, pond

Be able to sort and categorise animals in different ways.

Be able to observe and describe an earthworm’s appearance and behaviour.

Understand the term camouflage.

Be able to talk about how some familiar animals use their patterns to help them to hide.

Be able to name a range of different animals, matching the young to the adult.

To find out how technology has changed in the last 100 years. Also linked to History

To investigate how technology helps us in the home.

Be able to select different pen sizes and colours on 2Paint.

Be able to use the “fill” tool to colour in an enclosed space on 2Paint.

Be able to create a picture of an animal using 2Paint.

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. 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.

Use their knowledge about colour mixing to mix their own colours to paint a frog.

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

Be able to select, manipulate and combine collage materials to make their own pictures

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

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

- 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 caterpillar Song

Sing Up Music – Five Fine Bumblebees

Improvise a vocal/physical soundscape about minibeasts.

Sing in call-and-response and change voices to make a buzzing sound.

Be able to play an accompaniment using tuned and untuned percussion and recognise a change in tempo.

Listen to a piece of classical music and respond through dance.

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