

Reception Medium Term Plan-Spring 2 - Spring Has Sprung

Monday 26th February 2024 - Thursday 28th March 2024

| | Week 1 | Week 2 World book day 2/3 | Week 3 Science Week | Week 4 | Week 5 | |
|---|--|---|--|---|---|--|
| <p>PSHE 1 Decision</p> <p>PSED</p> | <p>Being Responsible</p> <p>Rainbow Helps at Home Yellow's Bedtime</p> <p>Understand that sometimes we have to do things that we don't like doing Developing a sense of responsibility</p> | | <p>Thrive Activities</p> | | <p>Our World</p> <p>Rainbow's Food Journey</p> <p>Understand Similarities and Differences</p> | |
| <p>Literacy</p> <p>Communication and Language</p> | <p>The Tiny Seed</p> <ul style="list-style-type: none"> I can learn new vocabulary. I can discuss similarities and differences in relation to places, objects, materials and living things. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <p>The Tiny Seed</p> <ul style="list-style-type: none"> To be able to use past, present and future forms accurately when talking about events that have happened or are to happen in the future To develop own explanations by connecting ideas or events. | <p>The Tiny Seed</p> <ul style="list-style-type: none"> To be able to express themselves effectively, showing awareness of listeners' needs. Engage in non-fiction books. I can learn new vocabulary. | <p>The Tiny Seed</p> <ul style="list-style-type: none"> Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Ask questions to find out more and to check they understand what has been said to them. | <p>The Tiny Seed</p> <ul style="list-style-type: none"> Describe events in some detail. Ask questions to find out more and to check they understand what has been said to them. Engage in story times. | |
| | <p>To be used as stories across the half term</p> <p>I will not ever never eat a tomato The extraordinary gardener</p> | | | | | |
| <p>Reading</p> | <ul style="list-style-type: none"> I can use phonics to read words I can read some common exception words I can read my sentences | <ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. | <ul style="list-style-type: none"> To demonstrate understanding when talking with others about what they have read | <ul style="list-style-type: none"> Engage in non-fiction books. Read some letter groups that each represent one sound and say sounds for them. I can read my sentences | <ul style="list-style-type: none"> I can write sentences for my family to read. Re-read what they have written to check that it makes sense | |
| <p>Writing</p> | <ul style="list-style-type: none"> To spell words by identifying the sound and then writing the sound with letter/letters Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. | <ul style="list-style-type: none"> To use phonic knowledge to write words in ways which match their spoken sounds | <ul style="list-style-type: none"> To spell words by identifying the sound and then writing the sound with letter/letters Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. | <ul style="list-style-type: none"> To spell words by identifying the sound and then writing the sound with letter/letters | <ul style="list-style-type: none"> To write simple sentences which can be read by themselves and others To spell some words correctly and others phonetically plausibly I can write sentences for my family to read. | |

| <p>Phonics Little Wandle</p> | <p>Reception Spring 2</p> <table border="1" data-bbox="468 132 1350 464"> <thead> <tr> <th></th> <th>Phase 3 graphemes</th> <th>No new tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</td> <td rowspan="5">Review all taught so far Secure spelling</td> </tr> <tr> <td>Week 2</td> <td>review Phase 3: er air words with double letters longer words</td> </tr> <tr> <td>Week 3</td> <td>words with two or more digraphs</td> </tr> <tr> <td>Week 4</td> <td>longer words words ending in -ing compound words</td> </tr> <tr> <td>Week 5</td> <td>longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</td> </tr> </tbody> </table> | | | | | | | Phase 3 graphemes | No new tricky words | Week 1 | review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear | Review all taught so far Secure spelling | Week 2 | review Phase 3: er air words with double letters longer words | Week 3 | words with two or more digraphs | Week 4 | longer words words ending in -ing compound words | Week 5 | longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ |
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| <p>Maths White Rose Maths</p> | <p>Building 9 and 10</p> <p>Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10</p> | <p>Building 9 and 10</p> <p>1 more 1 less Composition to 10 Bonds to 10 (2 parts)</p> | <p>Building 9 and 10</p> <p>Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double)</p> | <p>Explore 3D Shapes</p> <p>Explore even and odd Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks</p> | <p>Explore 3D Shapes</p> <p>3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p> | | | | | | | | | | | | | | | |
| <p>Expressive Arts and Design</p> <p>Role play</p> <p>Using media</p> | <p style="text-align: center;">Role play – Shops and garden centre</p> <p>Develop storylines in their pretend play Return to and build upon their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills</p> <table border="1" data-bbox="445 1014 2873 1171"> <tr> <td data-bbox="445 1014 851 1171"> <p>Creating – Drawing skills Observational drawings of flowers</p> </td> <td data-bbox="851 1014 1258 1171"> <p>Creating – Playdough, creating flowers</p> </td> <td data-bbox="1258 1014 1641 1171"> <p>Creating – Joining different materials making 3d flowers</p> </td> <td data-bbox="1641 1014 2098 1171"> <p>Creating – Scissor skills Making animals</p> </td> <td data-bbox="2098 1014 2516 1171"> <p>Creating – Making Easter cards</p> </td> <td data-bbox="2516 1014 2873 1171"></td> </tr> </table> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build upon their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills</p> | | | | | | <p>Creating – Drawing skills Observational drawings of flowers</p> | <p>Creating – Playdough, creating flowers</p> | <p>Creating – Joining different materials making 3d flowers</p> | <p>Creating – Scissor skills Making animals</p> | <p>Creating – Making Easter cards</p> | | | | | | | | | |
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| <p>Music Charanga ‘Our World’</p> | <p>Enjoy listening to music and responding through dancing or other movement Find the pulse in different ways and show this through actions eg marching, jumping, moving Copy back rhythms of phrases in the song Copy sounds they can hear and distinguish high-pitched sounds from low pitched sounds Play a 1 note pattern in time with the pulse Learn to sing songs in unison with support Add appropriate actions or substitute a word in some sections Choose one of the songs and perform it with any actions you have created Listen back to the performance</p> | | | | | | | | | | | | | | | | | | | |
| <p>Understanding the World</p> | <p>Spring</p> <p>Understand the effect of changing seasons on the natural world around them Explore the natural world around them Describe what they see, hear, and feel whilst outside</p> | <p>Summer</p> <p>Understand the effect of changing seasons on the natural world around them Explore the natural world around them Describe what they see, hear, and feel whilst outside</p> | <p>Autumn</p> <p>Understand the effect of changing seasons on the natural world around them Explore the natural world around them Describe what they see, hear, and feel whilst outside</p> | <p>Winter</p> <p>Understand the effect of changing seasons on the natural world around them Explore the natural world around them Describe what they see, hear, and feel whilst outside</p> | <p>Animals around the world</p> <p>Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different from the one in which we live</p> | | | | | | | | | | | | | | | |

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| RE Why do Christians put a cross in the Easter Garden? | I can talk about something interesting in a story e.g. that makes me ask a question | I can talk about something interesting in a story e.g. that makes me ask a question | I can recognise something a Christian is doing because of their religion e.g. making the sign of the cross I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses | I can remember something that happens in the Christian story of Easter | I can talk about things that happen to me e.g. going somewhere special, doing things with my family I can talk about what is important or special to me e.g. a favourite story, food or a souvenir | |
| Gross motor skills | <ul style="list-style-type: none"> Hold shapes and balances for 5 seconds Squeeze your muscles when holding your shape or balance to help you be still and strong. | <ul style="list-style-type: none"> Squeeze your muscles to help you keep still | <ul style="list-style-type: none"> Bend your knees when landing Keep your chest up tall so that you don't fall forward | <ul style="list-style-type: none"> Stay curled up in the barrel roll Keep your legs and feet together on the straight roll | <ul style="list-style-type: none"> To travel on, along and over the apparatus Travel using different body parts Hold shapes and balances for 5 seconds | |
| PE Get set 4 PE gymnastics Unit 2 | To create short sequences using shapes, balances and travelling actions. | To develop balancing and safely using apparatus. | To develop jumping and landing safely from a height. | To develop rocking and rolling. | To explore travelling around, over and through apparatus. To create sequences using apparatus. | |
| Fine motor skills | Drawing skills (Observational drawings of flowers) | Playdough (Creating flowers) | Joining (3d flower pictures) | Scissor Skills (Creating animals) | Threading (Creating patterns) | |
| Develop their small motor skills so that they can use a range of tools competently, safely and confidently | | | | | | |