

# Reception Medium Term Plan-Spring 1 - Wild World

PD Day Monday 4th and Tuesday 5th September Wednesday 6<sup>th</sup> September 2023- Friday 20<sup>th</sup> October 2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>PSHE</b> <b>1 Decision</b>  <b>PSED</b>	<b>Expectations</b>  Class and school expectations Bee Rules		<b>Keeping/ Staying Safe</b>  Yellow Learns about germs Yellow play fights  Identifying risks to keep ourselves and others safe		<b>Keeping/ Staying Safe</b>  Blue's indoor voice Orange brushes her teeth  Understand that rules help to keep ourselves and others safe Develop and understanding of the importance of making healthy choices	
<b>Literacy</b>  <b>Communication and Language</b>	<b>Anansi The Spider</b>  Understand how to listen carefully and why listening is important.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs  Learn new vocabulary	<b>Anansi The Spider</b>  I can tell a story through music and role-play  Learn rhymes, poems and songs  I can listen to and talk about stories  I can listen to my friends talk about stories	<b>Anansi The Spider</b>  Understand how to listen carefully and why listening is important.  Engage in story times	<b>Anansi The Spider</b>  I can share ideas with my friends  Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	<b>Anansi The Spider</b>  Use new vocabulary through the day Articulate their ideas in well formed sentences Ask questions to find out more and check what has been said to them	<b>Anansi The Spider</b>  Use new vocabulary through the day Articulate their ideas in well formed sentences Ask questions to find out more and check what has been said to them
<b>Reading</b>	Blend sounds into words, orally.  Read simple phrases and sentences, supported.	Blend sounds into words, orally.  Read simple phrases and sentences, supported.	Blend sounds into words, orally.  Read simple phrases and sentences, supported.	Blend sounds into words, orally.  Read simple phrases and sentences, supported.	Blend sounds into words, orally.  Read simple phrases and sentences, supported.	Blend sounds into words, orally.  Read simple phrases and sentences, supported.
<b>Writing</b>	To develop the foundations of handwriting style which is fast, accurate and efficient.	To develop the foundations of handwriting style which is fast, accurate and efficient.	I can use phonics to write words (initial sounds)	I can use phonics to write words (initial sounds)	I can use phonics to write some words I can spell some words I can write some simple sentences I can write a leaflet	I can use phonics to write some words I can spell some words I can write some simple sentences I can write a leaflet
<b>Phonics</b>	<b>Autumn 1 Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l			<b>New tricky words</b> is I the		
<b>Maths</b> <b>White Rose Maths</b>	<b>‘Getting to know you’</b>  Favourite Numbers Favourite colours Favourite Fruit	<b>‘Getting to know you’</b>  Favourite Books Favourite Characters Count the characters	<b>‘Getting to know you’</b>  Favourite Nursery Rhymes Positional language Sequencing	<b>‘Just Like Me’</b>  Matching Size and shape Sorting	<b>‘Just Like Me’</b>  Compare - more and fewer Compare - taller and shorter Compare - longer and shorter	<b>‘Just Like Me’</b>  AB patterns AB shape patterns AB pattern body movements

<b>Expressive Arts and Design</b>	<b>Role play – Safari Hut</b>					
<b>Role play</b>	Develop story lines 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					
<b>Using media</b>	Creating – Paintbrush skills (Creating their own spider)	Creating – Scissor skills (Cut up paper to create a spider)	Creating – Junk modelling (Creating their own hut)	Creating – Collages (Tearing)	Creating – Textile weaving	Creating – Painting - colour mixing
	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					
<b>Music Charanga ‘Everyone’</b>	Listening and responding to different styles of music  Embedding foundations of the interrelated dimensions of music  Learning to sing or sing along with nursery rhymes and action songs  Improvising leading to playing classroom instruments  Share and perform the learning that has taken place					
<b>Understanding the World</b>	<b>Africa/Ghana</b> Recognise some similarities and differences between life in this country and life in other countries.	<b>Spiders</b> Explore the natural world around them	<b>Spiders webs</b> Explore the natural world around them	<b>What spiders do</b> Explore the natural world around them	<b>Our own families</b> Name and describe people who are familiar to them	<b>Minibeasts in our garden</b> Describe what they see, hear and feel whilst outside.
<b>RE Why is the word ‘God’ so important to Christians?</b>	I can talk about when and where people use my name and why	I can talk about who is important or special to me, my VIP	I can remember something that happens in the Bible story of Creation	I can recognise that Christians use God’s name with care because God is their Creator	I can recognize that the word ‘God’ is an important name for Christians	I can use the right words to talk about how Christians praise God as creator at a church Harvest festival
<b>Gross motor skills</b>	To develop rolling a ball to a target.	To develop stopping a rolling ball.	To develop accuracy when throwing to a target.	To develop bouncing and catching a ball.	To develop dribbling a ball with your feet.	To develop kicking a ball
<b>PE Get set 4 PE Introduction to PE Unit 1</b>	To move safely and sensibly in a space with consideration of others.	To develop moving safely and stopping with control.	To use equipment safely and responsibly	To use different travelling actions whilst following a path.	To work with others co-operatively and play as a group.	To follow, copy and lead a partner.
<b>Fine motor skills</b>	Paintbrush skills (creating different effects using paintbrushes)	Scissors (cutting and shaping)	Playdough (Creating spiders)	Tearing paper (Paper collages)	MANipulating materials (Weaving, under/over)	Threading (African Jewellery)
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently					

