

Reception Medium Term Plan-Spring 1 - Power of Imagination

PD Day Wednesday 3rd Thursday 4th January 2024- Friday 16th February 2024

	Week 1/2	Week 3	Week 4	Week 5	Week 6	Week 7																		
<div>PSHE</div> <div>1 Decision</div> <div>PSED</div>	Understanding emotions Purple watches the News Purple is Poorly Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally		Understanding that it is OK to ask for help Orange feels worried Red Needs The Toilet Manage their own needs Know and talk about the different factors that support their overall health and wellbeing Show resilience and perseverance in the face of challenge.		Develop Strategies for Managing Feelings Blue Gets Lost Show resilience and perseverance in the face of challenge Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally	Understanding the risks and how to stay safe when using technology Pinks Screen Time Know and talk about the different factors that support their overall health and wellbeing																		
<div>Literacy</div> <div>Communication and Language</div>	The Magic Paintbrush I can share my ideas and listen to my friend’s ideas I can say what I think a character might do	The Magic Paintbrush Escribe events in some details Listen to and talk about stories to build familiarity and understanding.	The Magic Paintbrush I can talk about how people around the world might celebrate	The Magic Paintbrush I can talk about a story and put pictures in order	The Magic Paintbrush Retell the story, once they have developed a deep familiarity with a text some as exact repetition and some in their own words.	The Magic Paintbrush I can talk about ideas for my own story																		
Reading	I can use phonics to read words I can read some common exception words	Blend sounds into words so they can read short words made up of known letter sound correspondences	I can use phonics to read and write words		I can read and say others’ initials	I can write sentences for my friends to read																		
Writing	To spell words by identifying the sound and then writing the sound with letter/letters	To spell words by identifying the sound and then writing the sound with letter/letters	I can use phonics to read and write words To spell words by identifying the sound and then writing the sound with letter/letters	I can use conjunctions to join ideas I can write a capital letter for the first letter in my name I can use phonics to spell	I can use phonics to spell I can write simple sentences	I can write my own story I can use phonics to spell I can write sentences for my friends to read																		
Phonics including Big Cat phonics guided reading	<table><tr><th></th><th>Phase 3 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>ai ee igh oa</td><td></td></tr><tr><td>Week 2</td><td>oo oo ar or</td><td>was you they</td></tr><tr><td>Week 3</td><td>ur ow oi ear</td><td>my by all</td></tr><tr><td>Week 4</td><td>air er words with double letters: dd mm tt bb rr gg pp ff</td><td>are sure pure</td></tr><tr><td>Week 5</td><td>longer words</td><td></td></tr></table>							Phase 3 graphemes	New tricky words	Week 1	ai ee igh oa		Week 2	oo oo ar or	was you they	Week 3	ur ow oi ear	my by all	Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure	Week 5	longer words	
	Phase 3 graphemes	New tricky words																						
Week 1	ai ee igh oa																							
Week 2	oo oo ar or	was you they																						
Week 3	ur ow oi ear	my by all																						
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure																						
Week 5	longer words																							
<div>Maths</div> <div>White Rose Maths</div>	‘Alive in 5’ Introducing 0 Find 0-5	‘Alive in 5’ Subitise 0-5 Represent 0-5 Composition Conceptual subitising to 5	‘Mass and Capacity’ Compare mass Find a balance Explore capacity Compare capacity	‘Growing 6, 7, 8’ Find 6, 7 and 8 Represent 6, 7 and 8 Composition of 6, 7 and 8 Make pairs-odd and even	‘Growing 6, 7, 8’ Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising	‘Length height and time’ Explore length and compare length Explore height and compare height Talk about time Order and sequence																		

Expressive Arts and Design Role play Using media	Role play – Fancy dress 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					
	Creating – Paintbrush skills (Creating their own paintbrushes using different textiles)	Creating – Paintbrush skills (Strokes)	Creating – Clay (Creating monsters)	Creating – Scissor skills (Mask making)	Creating – Scissor skills (different materials/textiles)	Creating – Textiles costume making
	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					
Music Charanga ‘Everyone’	Explore rhythms Explore high and low Create your own sounds Learn to sing nursery rhymes					
Understanding the World	Cold waves Explore the natural world around them Recognise some environments that are different to the one in which they live	Volcanoes Explore the natural world around them Recognise some environments that are different to the one in which they live	Wind Explore the natural world around them Describe what they hear, feel and see outside Recognise some environments that are different to the one in which they live	Coastal weather Recognise some differences between life in this country and life in other countries	Thunderstorms Compare and contrast characters from stories and figures from the past Comment on images of familiar situations, including figures from the past	Global warming Compare and contrast characters from stories and figures from the past Recognise that people have different beliefs and celebrate special times in different ways
RE How can we help others when they need it?	I can talk about something interesting in a story where someone needed help	I can talk about someone who is special because they help me when I need help	I can recognise the important Christian parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem	I can talk about things that happened when I needed help, or how I helped someone	I can talk about something interesting in a story where someone needed help	I can talk about someone who is special because they help me when I need help
Gross motor skills	Squeeze your muscles to keep you tense	Bend your knees to help you stop Take big steps to run and small steps to stop	Bend your knee and push off in the opposite direction Turn your body to face a new direction Use small steps to help you change direction	Bend your knees to jump and land Look straight ahead and keep your chest up	Bend your knees when landing Keep your head up Squeeze your muscles to balance	Bend your knees to take off and land when jumping Crawl using hands and feet March with high knees Slide using different parts of your body Use the pattern; step jump step to gallop
PE Get set 4 PE gymnastics Unit 1	To sit up tall in a tuck shape Squeeze your muscles to help keep your shape Straiten arms and legs when holding straight and star shapes	Squeeze your muscles to help keep your shape Straiten arms and legs when holding straight and star shapes	Squeeze your muscles to help you stay balanced	Bend your knees when you land Chest up	Squeeze your muscles to help you keep your shape Stay in your shape during your role	Travel over around and along apparatus Use role balances jumps and shapes

Fine motor skills	Paintbrush skills (creating different paintbrushes)	Pipettes (Creating volcanoes)	Playdough (Creating salt dough monsters)	Scissor Skills (Creating masks)	Rubber bands (Tie dye costumes)	Threading (Creating costumes)
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently					