

Reception Medium Term Plan-Spring 2 - Spring Has Sprung

Monday 24th February 2025 - Friday 4th April 2025

	Week 1	Week 2 World book day	Week 3 Science Week	Week 4	Week 5	Week 6
<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>Easter Cards</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 Articulate their ideas and thoughts in well-formed sentences.
	<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 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. 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. 	<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="468 163 1353 499"> <thead> <tr> <th data-bbox="468 163 546 195"></th> <th data-bbox="546 163 1142 195">Phase 3 graphemes</th> <th data-bbox="1142 163 1353 195">No new tricky words</th> </tr> </thead> <tbody> <tr> <td data-bbox="468 195 546 226">Week 1</td> <td data-bbox="546 195 1142 226">review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</td> <td data-bbox="1142 195 1353 226">Review all taught so far</td> </tr> <tr> <td data-bbox="468 226 546 300">Week 2</td> <td data-bbox="546 226 1142 300">review Phase 3: er air words with double letters longer words</td> <td data-bbox="1142 226 1353 300">Secure spelling</td> </tr> <tr> <td data-bbox="468 300 546 331">Week 3</td> <td data-bbox="546 300 1142 331">words with two or more digraphs</td> <td data-bbox="1142 300 1353 331"></td> </tr> <tr> <td data-bbox="468 331 546 405">Week 4</td> <td data-bbox="546 331 1142 405">longer words words ending in -ing compound words</td> <td data-bbox="1142 331 1353 405"></td> </tr> <tr> <td data-bbox="468 405 546 499">Week 5</td> <td data-bbox="546 405 1142 499">longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</td> <td data-bbox="1142 405 1353 499"></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	Week 2	review Phase 3: er air words with double letters longer words	Secure spelling	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>Length, Height and Time</p> <p>Talk about time Order and sequence time</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>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="448 1045 2875 1209"> <tr> <td data-bbox="448 1045 854 1209">Creating – Drawing skills Observational drawings of flowers</td> <td data-bbox="854 1045 1261 1209">Creating – Playdough, creating flowers</td> <td data-bbox="1261 1045 1644 1209">Creating – Joining different materials making 3d flowers</td> <td data-bbox="1644 1045 2101 1209">Creating – Scissor skills Making animals</td> <td data-bbox="2101 1045 2519 1209">Creating - paintbrushes Painting flowers</td> <td data-bbox="2519 1045 2875 1209">Creating – Making Easter cards</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>						Creating – Drawing skills Observational drawings of flowers	Creating – Playdough, creating flowers	Creating – Joining different materials making 3d flowers	Creating – Scissor skills Making animals	Creating - paintbrushes Painting flowers	Creating – Making Easter cards												
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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>																			

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	I can talk about how I might celebrate Easter
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 	<ul style="list-style-type: none"> To develop jumping. To develop hopping.
PE Get set 4 PE Dance Unit 2	To copy, repeat and explore actions in response to a theme.	To explore and remember actions considering level, shape and direction.	To explore movement using a prop with control and co-ordination.	To move with control and co-ordination, expressing ideas through movement.	To remember and repeat actions moving in time with the music.	To explore actions in response to a theme and begin to use counts.
Fine motor skills	Drawing skills (Observational drawings of flowers)	Playdough (Creating flowers)	Joining (3d flower pictures)	Scissor Skills (Creating animals)	Paint brushes (painting flowers)	Threading (Creating patterns)
Develop their small motor skills so that they can use a range of tools competently, safely and confidently						