

# Reception Medium Term Plan

## Spring 1 2018 – Space



Area of Learning	Possible Activities
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>To usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>To play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children.</li> <li>To adapt behaviour to different events, social situations and changes in routine.</li> <li>To take steps to resolve conflicts with other children e.g. finding a compromise.</li> <li>To describe self in positive terms and talk about abilities.</li> <li>To understand that own actions affect other people.</li> <li>To begin to negotiate and solve problems without aggression.</li> </ul>	<ul style="list-style-type: none"> <li>PATHS lessons – introducing different feelings</li> <li>Pupil of the Day</li> <li>Protective Behaviours</li> <li>Child interviews – what are you good at / find difficult?</li> </ul>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>To listen to stories with increasing attention and recall.</li> <li>To follow instructions.</li> <li>To use vocabulary focused on objects and people that are of particular importance to them.</li> <li>To build up vocabulary to reflect the breadth of their experiences.</li> <li>To listen and respond to ideas expressed by others in conversation or discussion.</li> <li>To use language to imagine and recreate roles and experiences in play situations.</li> <li>To link statements and stick to a main theme or intention.</li> <li>To use connectives to link ideas – and, because</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and answering questions</li> <li>Small world play areas</li> <li>Role play areas</li> <li>Vocabulary wall – space related vocab</li> <li>News time</li> </ul>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>To hold pencil between thumb and finger, no longer using whole hand grip.</li> <li>To use one handed tools and equipment.</li> <li>To dress with help.</li> </ul>	<ul style="list-style-type: none"> <li>Dough disco x3 per week to develop fine motor control</li> <li>Outdoors – climbing mound, bikes, large construction to develop large movements</li> <li>Cutting activities</li> <li>Name writing practise / daily phonics session</li> <li>Changing for PE</li> </ul>

<ul style="list-style-type: none"> <li>• To handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• To form recognisable letters.</li> <li>• To travel and move in different ways.</li> <li>• To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> <li>• To negotiate space successfully.</li> <li>• To show control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• To observe the effects of exercise on their bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Putting on own coat</li> <li>• Weekly PE session with Mr Mistry</li> </ul>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• To identify words that rhyme.</li> <li>• To listen to stories with increasing attention and recall.</li> <li>• To describe main story settings, events and characters</li> <li>• To segment the sounds in simple words and blend them together.</li> <li>• To begin to read words and simple sentences.</li> <li>• To know that information can be retrieved from books and computers.</li> <li>• To use identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• To write own name, and other things such as labels, captions.</li> <li>• To write short sentences in meaningful contexts.</li> <li>• To leave spaces between my words.</li> <li>• To use full stops at the end of my writing.</li> <li>• To write common irregular words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing stories, 1:1 and in small groups</li> <li>• Daily phonics (RWI)</li> <li>• Regular name writing practise</li> <li>• Matching objects that rhyme</li> <li>• Rap to read sessions – red words</li> <li>• Labelling space pictures</li> <li>• Writing facts about space</li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• To order items by weight</li> <li>• To read, write and order numbers to at least 20.</li> <li>• To estimate how many objects they can see and check by counting them.</li> <li>• To count objects which cannot be moved.</li> <li>• To compare amounts, saying which is more / less.</li> <li>• To use language involved in adding and subtracting.</li> <li>• To record, using marks that they can interpret and explain.</li> <li>• To add and subtract using objects and by counting on or back.</li> <li>• To solve problems.</li> <li>• To use mathematical names for 3D shapes and mathematical terms to describe shapes.</li> <li>• To use familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• To use everyday language related to time.</li> </ul>	<ul style="list-style-type: none"> <li>• Counting forwards to at least 20</li> <li>• Number flashcards – ordering, recognition</li> <li>• Numicon</li> <li>• Counting accurately, matching amount to numeral</li> <li>• Target games – adding amounts</li> <li>• Weighing objects – heaviest / lightest</li> <li>• Ordering parcels by weight</li> <li>• Estimating sweets in a jar</li> <li>• Making rockets using 3D shapes</li> <li>• Language related to time – day / night / morning / afternoon – sort pictures</li> </ul>

<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• To recognise and describe special times or events for family or friends.</li> <li>• To talk about some of the things that they have observed such as plants, animals, natural and found objects.</li> <li>• To talk about why things happen and how things work.</li> <li>• To know that information can be retrieved from computers.</li> <li>• To complete a simple program on the computer.</li> <li>• To operate simple equipment – remote control cars, Ipad, cameras.</li> </ul>	<ul style="list-style-type: none"> <li>• Using an interactive whiteboard / PC</li> <li>• Use of iPad with guided access</li> <li>• Winter walk – signs of winter</li> <li>• Exploring ice / water</li> <li>• News time – family and significant events</li> <li>• Using internet to find out facts about space (adult guided)</li> <li>• Remote control cars</li> <li>• Discovery table – explore toys with buttons, switches</li> <li>• Taking a picture with the camera (on ipad)</li> </ul>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• To engage in imaginative role play based on their own first hand experiences.</li> <li>• To build a repertoire of songs and dances.</li> <li>• To explore the different sounds of instruments.</li> <li>• To experiment to create different textures.</li> <li>• To construct with a purpose in mind, using a variety of resources.</li> <li>• To choose particular colours to use for a purpose.</li> <li>• To create simple representations of events, people and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Splatter painting - aliens</li> <li>• Junk modelling – space vehicles</li> <li>• Music area – exploring ways to make sounds</li> <li>• Weekly Music with Mrs Westley - learning to play instruments, learning new songs</li> <li>• Art work – in the style of a famous artist (Van Gogh?)</li> <li>• Role play (home, space rocket, winter castle)</li> </ul>
<p><b>Key Events</b>  Junk modelling afternoon with parents – 12.1.18  Trip to space centre??  Parents to visit art gallery to purchase child's framed work</p>	