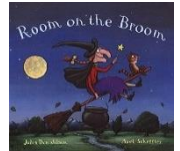


Reception Medium Term Plan Spring 2 2022 – The Smartest Gruffalo on the Broom!



Area of Learning	Possible Activities
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • To develop their sense of responsibility and membership of a community (3-4) • To not always need an adult to remind them of a rule (3-4) • To develop appropriate ways of being assertive (3-4) • To show resilience and perseverance in the face of challenge (Reception) • To express their feelings and consider the feelings of others (Reception) • To think about the perspectives of others (Reception) • To manage their own needs (Reception) 	<ul style="list-style-type: none"> • Star of the week • Jigsaw lessons – Healthy Me! • Playing games that involve taking turns • Help chn to develop problem solving skills • Show chn that it is ok to make mistakes - important part of learning
<p>Communication and Language</p> <ul style="list-style-type: none"> • To pay attention to more than one thing at a time (3-4) • To understand ‘why’ questions (3-4) • To express a point of view (3-4) • To use talk to organise themselves and their play (3-4) • To learn new vocabulary (Reception) • To learn rhymes (Reception) • To listen to and talk about stories to build familiarity and understanding (Reception) • To connect one idea or action to another using a range of sentences (Reception) • To articulate their ideas and thoughts in well-formed sentences (Reception) 	<ul style="list-style-type: none"> • Listening to stories and answering questions • Small world play areas • Role play areas • Vocabulary wall • Talk for writing • Model language that promotes thinking and challenges children I wonder what happened... • Model accurate grammar • Ask open ended questions - how did you do that? What will happen if?
<p>Physical Development</p> <ul style="list-style-type: none"> • To collaborate with others to manage large items (3-4) • To develop their small motor skills so they can use a range of tools competently. (Reception) • To develop the foundations of a handwriting style. (Reception) • To develop overall body strength, co-ordination, balance and agility. (Reception) 	<ul style="list-style-type: none"> • Planks, crates, large construction outside • Squiggle whilst you wiggle to develop gross and fine motor control. Funky fingers activities. • Outdoors – climbing mound, bikes, large construction to develop large movements. Digging in the mud and sand • Cutting activities • Letter formation activities • Weekly PE session • Discuss healthy food choices • Importance of sleep

<ul style="list-style-type: none"> To know and talk about the different factors that support their overall health and well-being. (Reception) 	
<p>Literacy</p> <ul style="list-style-type: none"> To know that print has meaning and can have different purposes. (3/4) To engage in extended conversations about stories, learning new vocabulary. (3/4) To develop phonological awareness so that they can count or clap syllables in a word (3-4) To blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Reception) To begin to read simple phrases and sentences. (Reception) To read and write set 2 sounds (Reception) To read common exception words (Reception) To spell words by identifying the sounds and then writing the sounds with letters. (Reception) To begin to write short sentences. (Reception) To leave spaces between my words. (Reception) To begin to use capital letters at the beginning of sentences. (Reception) To use full stops at the end of sentences. (Reception) To form lower-case letters correctly. (Reception) 	<ul style="list-style-type: none"> Sharing stories, 1:1 and in small groups Daily phonics (RWI) Red word games Sentence openers Look at the This is my Labelling The Gruffalo Writing simple sentences Retelling familiar stories using pictures / puppets Using descriptive words
<p>Mathematics</p> <ul style="list-style-type: none"> To compare length of objects using the language of longer, shorter, taller. (Reception) To show finger numbers up to 10 Experiment with their own symbols and marks as well as numerals. (3/4) Explore the composition of numbers to 10 (Reception) To subitise. (Reception) To automatically recall number bonds for numbers 0-10. (3/4) To compare the 'one more than/one less than' relationship between consecutive numbers. (Reception) To solve real-world mathematical problems with numbers up to 5. (3-4) To count beyond 10 (Reception) To combine shapes to make new ones (3-4) 	<ul style="list-style-type: none"> Counting forwards to at least 20 Number flashcards – ordering, recognition Numicon Counting accurately, matching amount to numeral Measuring how tall they are. Measuring items form story - The Smartest Giant in Town Subitising games Instant recall of number facts Shape pictures - can you use triangles to make a bigger triangle?
<p>Understanding the World</p> <ul style="list-style-type: none"> To talk about what they can see, using a wide vocabulary (3-4) To draw information from a simple map (Reception) To understand that some places are special to members of their community (Reception) 	<ul style="list-style-type: none"> Comparing features in a town / countryside Identifying features in the locality Drawing a map of their walk to school Easter celebrations Signs of Spring

<ul style="list-style-type: none"> • To recognise some environments are different to the one in which they live (Reception) • To continue to develop positive attitudes about the differences between people (3-4) • To recognise that people have different beliefs and celebrate special times in different ways (Reception) • To understand the effect of changing seasons on the natural world around them (Reception) 	
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • To develop storylines in their pretend play. (Reception) • To create collaboratively, sharing ideas, resources and skills (Reception) • To explore, use and refine a variety of artistic effects to express their ideas and feelings. (Reception) • To explore and engage in music making and dance, performing solo or in groups (Reception) 	<ul style="list-style-type: none"> • Junk modelling • Music area – exploring ways to make sounds • Weekly Music - learning to play instruments, learning new songs • Easter crafts • Role play (Pizza hut, school, house) • Chn to perform a spring poem
<p>Enrichment Walk in the local area Walk in the wooded area in the school grounds</p>	<p>Key Vocabulary Woodland Town Extinct Habitat Non-fiction Fiction Community</p>
<p>Key Skills / Knowledge</p> <ul style="list-style-type: none"> • I can name some woodland animals • I can talk about differences between places - a woodland and a town • I can identify different types of text - non-fiction, fiction • I can talk about features that I pass on my way to school • I can talk about ways to keep healthy 	