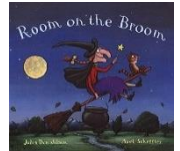


## Reception Medium Term Plan Spring 2 2021 – The Smartest Gruffalo on the Broom!



Area of Learning	Possible Activities
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• To develop their sense of responsibility and membership of a community (3-4)</li> <li>• To not always need an adult to remind them of a rule (3-4)</li> <li>• To develop appropriate ways of being assertive (3-4)</li> <li>• To show resilience and perseverance in the face of challenge (Reception)</li> <li>• To express their feelings and consider the feelings of others (Reception)</li> <li>• To think about the perspectives of others (Reception)</li> <li>• To manage their own needs (Reception)</li> </ul>	<ul style="list-style-type: none"> <li>• Star of the week</li> <li>• Jigsaw lessons – Healthy Me!</li> <li>• Playing games that involve taking turns</li> <li>• Help chn to develop problem solving skills</li> <li>• Show chn that it is ok to make mistakes - important part of learning</li> </ul>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• To pay attention to more than one thing at a time (3-4)</li> <li>• To understand ‘why’ questions (3-4)</li> <li>• To express a point of view (3-4)</li> <li>• To use talk to organise themselves and their play (3-4)</li> <li>• To learn new vocabulary (Reception)</li> <li>• To learn rhymes (Reception)</li> <li>• To listen to and talk about stories to build familiarity and understanding (Reception)</li> <li>• To connect one idea or action to another using a range of sentences (Reception)</li> <li>• To articulate their ideas and thoughts in well-formed sentences (Reception)</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</li> <li>• Favourite 5</li> <li>• Model language that promotes thinking and challenges children I wonder what happened...</li> <li>• Model accurate grammar</li> <li>• Ask open ended questions - hoe did you do that? What will happen if?</li> </ul>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• To collaborate with others to manage large items (3-4)</li> <li>• To develop their small motor skills so they can use a range of tools competently. (Reception)</li> <li>• To develop the foundations of a handwriting style. (Reception)</li> <li>• To develop overall body strength, co-ordination, balance and agility. (Reception)</li> </ul>	<ul style="list-style-type: none"> <li>• Planks, crates, large construction outside</li> <li>• Squiggle whilst you wiggle to develop gross and fine motor control. Funky fingers activities.</li> <li>• Outdoors – climbing mound, bikes, large construction to develop large movements. Digging in the mud and sand</li> <li>• Cutting activities</li> <li>• Letter formation activities</li> <li>• Weekly PE session</li> <li>• Discuss healthy food choices</li> <li>• Importance of sleep</li> </ul>

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

<ul style="list-style-type: none"> <li>• To recognise some environments are different to the one in which they live (Reception)</li> <li>• To compare things in the past and now (Reception)</li> <li>• To continue to develop positive attitudes about the differences between people (3-4)</li> <li>• To recognise that people have different beliefs and celebrate special times in different ways (Reception)</li> <li>• To understand the effect of changing seasons on the natural world around them (Reception)</li> </ul>	
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• To develop storylines in their pretend play. (Reception)</li> <li>• To create collaboratively, sharing ideas, resources and skills (Reception)</li> <li>• To explore, use and refine a variety of artistic effects to express their ideas and feelings. (Reception)</li> <li>• To explore and engage in music making and dance, performing solo or in groups (Reception)</li> </ul>	<ul style="list-style-type: none"> <li>• Junk modelling</li> <li>• Music area – exploring ways to make sounds</li> <li>• Weekly Music - learning to play instruments, learning new songs</li> <li>• Easter crafts</li> <li>• Paintings for Mother's day</li> <li>• Role play (Vets, school, house )</li> <li>• Chn to perform own version of a chosen Julia Donaldson song</li> </ul>
<p><b>Enrichment</b> Walk in the local area Walk in the wooded area in the school grounds</p>	<p><b>Key Vocabulary</b> Woodland Town Extinct Habitat Non-fiction Fiction Community</p>
<p><b>Key Skills / Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can name some woodland animals</li> <li>• I can talk about differences between places - a woodland and a town</li> <li>• I can identify different types of text - non-fiction, fiction</li> <li>• I can recite a familiar rhyme</li> <li>• I can use appropriate vocabulary when comparing the length and height of objects</li> <li>• I can talk about what it was like to live in the stone age</li> <li>• I can represent numbers to 10</li> </ul>	