



Reception Medium Term Plan

Spring 2 – The Smartest Gruffalo on the Broom!



Area of Learning	Possible Activities
Personal, Social and Emotional Development <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 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
Communication and Language <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 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?
Physical Development <ul style="list-style-type: none"> To move fluently, with control and grace (Reception) To use and transport and store equipment safely, both indoors and outside (Reception) To develop a range of ball skills (reception) To continue to develop the foundations of a handwriting style. (Reception) To know and talk about the different factors that support their overall health and well-being. (Reception) 	<ul style="list-style-type: none"> Planks, crates, large construction outside Funky fingers activities. Outdoors – climbing mound, bikes, large construction to develop large movements. Digging in the mud and sand Cutting activities Handwriting / squiggle whilst you wiggle Weekly PE session Importance of sleep Discuss healthy food choices Tooth brushing session

<ul style="list-style-type: none"> To know that oral hygiene is important for good health (Reception) 	
<p>Literacy</p> <ul style="list-style-type: none"> To blend sounds to read words (Reception) To increase vocabulary and understanding of new words (ELG) To begin to read simple phrases and sentences. (Reception) To read tricky words (Reception) To demonstrate understanding when talking with others about what has been read to them (ELG) To re-tell familiar stories (ELG) To use identifiable letters to communicate meaning, representing some sounds correctly and in sequence (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 Reading groups Sentence openers I can see ... Labelling The Gruffalo Writing simple sentences Retelling familiar stories using pictures / puppets Using descriptive words <p><u>Talk for writing texts</u> The Smartest Giant in Town by Julia Donaldson The Gruffalo by Julia Donaldson</p> <p><u>Favourite 5</u> All Julia Donaldson Texts: The Baddies What the ladybird heard Monkey Puzzle A squash and a squeeze The Highway Rat Charlie Cook's Favourite Book</p>
<p>Mathematics</p> <ul style="list-style-type: none"> 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 0-5. (3/4) To compare the 'one more than/one less than' relationship between consecutive numbers. (Reception) To count by rote beyond 20 (ELG) To compare length of objects using the language of longer, shorter, taller. (Reception) 	<ul style="list-style-type: none"> Counting forwards to at least 50 Number flashcards – ordering, recognition Numicon Measuring how tall they are. Measuring items form story - The Smartest Giant in Town Finding doubles
<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) To recognise that people have different beliefs and celebrate special times in different ways (Reception) To recognise some environments are different to the one in which they live (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 Comparing different countries – China Chinese New Year celebrations Easter activities

<ul style="list-style-type: none"> To continue to develop positive attitudes about the differences between people (3-4) 	
Expressive Arts and Design <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 Role play Easter crafts
Enrichment Walk in the local area Walk to Hartshill Hayes	Key Vocabulary Woodland Town Extinct Habitat Non-fiction Fiction Community
Key Skills / Knowledge <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 	