



Medium Term Plan – Spring 2

Traditional Stories

<p>Texts used</p>		
<p>Area of learning</p>	<p>Thresholds Concepts</p>	<p>Revisit throughout the year</p>
<p>Communication and Language</p>	<p>Phonology: Little Wandle Reception Spring 2</p>	
		<p>Learn new vocabulary</p> <p>Use new vocabulary in different contexts</p> <p>Use new vocabulary throughout the day in discussions and conversations.</p> <p>Learn new stories, poems and songs.</p>



	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 Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
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/	

Listening:

Listen attentively in familiar and new situations and understands the importance of listening.
Understand that they need to look at who is talking to them and what they are saying.
Engage in stories that are familiar and new with interest and enjoyment.
Competently follow instructions or question with 2 parts in familiar situations eg; get your coat and book bag.

Talking:

Hold a conversation with peers and familiar adults.
Speech is generally fully intelligible.
Use simple conjunctions in talk to link thoughts – and, because
Retell a simple event
Recognise words that rhyme or sound familiar
Develop social phrases.
Offer explanations for why things happen.
Recount events that happen in their day.


Continue to listen to and talk about stories to build familiarity and understanding.

Continue to use talk to organise themselves and their play.



	<p>Develop an extensive vocabulary. Ask a large number of questions. Use language for a variety of purposes; to share, take turns, compare, predict, explain etc. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Articulate thoughts into sentences. Retell/create own stories for teacher scribing.</p> <p>Joining in: Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experience. Asks questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non fiction book. Link events in a story to their own experiences. Introduce a storyline into their play. Consider the listener and take turns to listen and speak in different contexts. Make predictions about what might happen next or story endings in response to texts read. Begin to change aspects of a story – eg; Goldilocks and the 3 Cats</p>	
Physical Development	<p>Strength: Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Dough disco Write Dance Cosmic Yoga</p>	<p>Continue to develop core muscle strength to achieve a good posture when sitting a table or sitting on the floor.</p> <p>Continue to develop the overall body strength, co ordination, balance and agility</p>



	<p>Gross Motor Skills: Complete PE: Hands 2 – Games Dinosaurs – Dance Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Twice weekly Outdoor Learning Forest sessions – tree climbing, den building, negotiating the forest.</p> <p>Fine Motor Skills: Clever fingers daily Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Introduce woodwork tools.</p>	<p>needed to engage successfully with future physical education sessions.</p>
		
<p>Personal, Social and Emotional Development</p>	<p>Jigsaw Lessons: Healthy Me! Covering Keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, Medicine safety & safety with household items, Road safety, Linking health and happiness. Also covering oral health.</p>	<p>Continue to develop skills of using gestures, non verbal communication, facial expressions, body language, appropriate language and vocabulary.</p>



Becoming me: Mental Health

Know how to show concern for others and show awareness of how their actions may impact on others.
 Express their feelings and consider the feelings of others.
 Identifies strategies to manage basic feelings.
 Competently follows basic hygiene rules.
 Can make choices and communicate what they need.
 Can name people in school they can turn to if they help or are worried.

Becoming a friend: Self image and Relationships

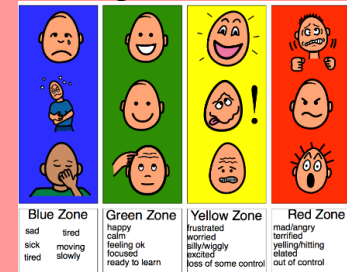
Is able to take turns and share resources
 Can talk about what they are doing and why.
 Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.
 Have an understanding that everyone is different and special.
 Is sociable and enjoys silly talk.
 Plays within a group.
 Happy to stand up in assembly or in front of the class and share achievements with others.
 Can keep play going by co-operating, listening, speaking, and explaining.

Becoming a citizen: Economic well-being and taking responsibility

Access independently areas they would like to play in or resources they would like to use and tidy away taking care of resources.
 Ask for help and give help to someone in need – adult or child.
 Put on and take off jumpers / cardigans, coats independently.
 Put on and take off shoes and socks independently.
 Organise themselves and their belongings
 Go to the toilet when needed, wash hands when needed, use sanitiser when needed.

To listen to others, speak to peers and adults and engage in discussions in a positive way.

Use of zones of regulation.



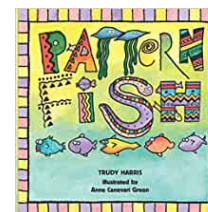
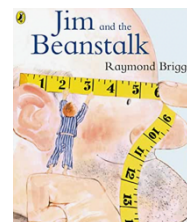
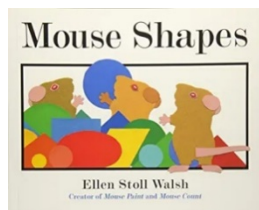
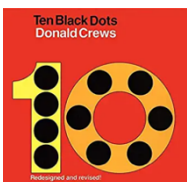


	<p>Begin to show persistence when faced with challenges.</p> <p>Knows it is important to work together to look after our classroom resources and our school grounds.</p> <p>Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.</p> <p>Can talk about healthy and unhealthy foods.</p>	
<p>Literacy</p>	<p>Reading words:</p> <p>Read individual letters by saying the sound for them.</p> <p>Blend sounds into words, so they can read short words made up of known letter-sound correspondences.</p> <p>Read at least 65% of 'tricky words'.</p> <p>See Little Wandle overview</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Understanding texts:</p> <p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p> <p>Handwriting:</p>	<p>Enjoy joining in with rhyme, songs and poems.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read book consistent with their phonic knowledge.</p> <p>Library: Parent and child library sessions after school every Monday.</p> <p>Select a book from the Key Stage 1 library to take home and share with parents.</p> <p>Home reading books: Books matched to child's phonic ability sent home to consolidate learning. Changed twice weekly.</p> <p>Guided Reading sessions: Children read in groups matched by ability. Books read match phonic ability.</p>



	<p>Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p>Sentence writing and sharing with others: Build words using letter sounds in writing. Use talk to organise describe events and experiences. Begin to write a simple sentence with support. Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. Drawing Club: Use weekly drawing club to develop vocabulary and innovation</p>	<p>Develop listening and speaking skills in a range of contexts.</p>
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White Rose Maths:



	Coverage	Ongoing Guidance
	<p>Building 9 and 10: Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.</p>	<p>Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering</p>
	<p>Comparing numbers to 10: Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by comparing 2 quantities and progress to ordering 3 or more quantities.</p>	
	<p>Bonds to 10:</p>	



	Explore using real objects in different contexts. Other manipulatives such as fingers, bead strings and number shapes are useful.	
	3D shapes: Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.	
	Pattern: Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.	
Understanding the World:	<p>History: Know how to use the language of time when talking about past/present. Visually represent their day on a simple timeline. Use expressions 'Once upon a time' 'then and now' 'a long time ago' Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? Look at bears from different years and compare the older / newer bears. – Link to Goldilocks</p> <p>Geography: Program a bee bot to move along following specific directions. (up, down, side) Recognise that some environments are different to the one in which we live. Can interpret and follow a simple map. Can create their own simple map.</p>	



	<p>Ecology: Explore the natural world by participating in twice weekly Outdoor learning nature school sessions. Know how to show respect and care for the environment and all living things. Look closely at nature in the school environment.</p> <p>Design and Technology: Explores through play a variety of construction materials – duplo, building blocks etc.. mastering practical skills. Choosing appropriate tools and joining techniques Use junior hacksaw and glue gun to create own box frame to turn into a house for the 3 pigs.</p> <p>Science: Know the environment they live can change through the seasons. Describe what they can see, hear, smell and feel outside. Exploring the natural world using their senses. Investigate growth – planting bean seeds and creating an Easter Garden Make simple predictions Making porridge – changes in materials. Cooking – adding / mixing / combining ingredients. Investigating different materials – building 3 pigs house.</p>	
Expressive arts and design	<p>Visual Arts; Skill – observational drawings. Drawings becoming more mature and detailed. Start to think about composition and colour Recognise and name colours – primary and secondary. Experiment with different materials, textures and mediums of printing and mark making – using brushes, rollers, stampers, Experiment with colour mixing Look at artists: Joan Miro – lines/ shapes / abstract art / surrealism</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Take part in role play activities.</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p>



	<p>Music: Experiment with different instruments and the sounds they make during child initiated time Charanga Songs: (Spring Term 2) Old McDonald had a farm Incy Wincy Spider Baa Baa black sheep Row, row, row your boat The wheels on the bus The hokey cokey</p> <p>Dancing: Can move in a variety of ways – copies movements shown by the teacher during singing and movement sessions. Moves in response to different stimuli. Demonstrates emotions through movement / gestures and facial expression. Dance sessions based on 'Dinosaurs' linked to 'Complete PE' scheme.</p> <p>Playing and pretending: Role play experiences Deconstructed role play Planned role play – link to traditional stories – 3 Bears house / castle Jack and Beanstalk. Children lead design</p>	<p>Develop story lines through small world or role play.</p>
RE	<p>Big Questions: Salvation; How can we help others who need it? 'Why do Christians put a cross in an Easter garden?'</p> <p>Children will learn about Easter – the most important festival for Christians. The children are given opportunities to make their own Easter Garden and learn about Easter Sunday in a child friendly way. We also think about Lent and think of ways we could use our 'helping hands' for Lent.</p>	<p>Daily Worship Link Bible Stories to our school values: Respect Community Resilience</p>