



Medium Term Plan – Spring 1

Zoom to the Moon!

Texts used																				
Area of learning	Thresholds Concepts	Revisit throughout the year																		
Communication and Language	<p>Phonology: Little Wandle Reception Spring 1</p> <table border="1" data-bbox="474 1123 1527 1366"> <thead> <tr> <th></th> <th>Phase 3 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>ai ee igh oa</td> <td></td> </tr> <tr> <td>Week 2</td> <td>oo oo ar or</td> <td>was you they</td> </tr> <tr> <td>Week 3</td> <td>ur ow oi ear</td> <td>my by all</td> </tr> <tr> <td>Week 4</td> <td>air er words with double letters: dd mm tt bb rr gg pp ff</td> <td>are sure pure</td> </tr> <tr> <td>Week 5</td> <td>longer words</td> <td></td> </tr> </tbody> </table>		Phase 3 graphemes	New tricky words	Week 1	ai ee igh oa		Week 2	oo oo ar or	was you they	Week 3	ur ow oi ear	my by all	Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure	Week 5	longer words		<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>
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	<p>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.</p> <p>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. 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.</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.</p>	<p>Continue to listen to and talk about stories to build familiarity and understanding.</p> <p>Continue to use talk to organise themselves and their play.</p>
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	<p>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.</p>	
<p>Physical Development</p>	<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>Gross Motor Skills: Complete PE: Hands 1 – Games Moving – Gymnastics 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</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 needed to engage successfully with future physical education sessions.</p>



	<p>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.</p>	
<p>Personal, Social and Emotional Development</p>	<p>Jigsaw Lessons: Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this. Challenges, Perseverance, Goal Setting, Overcoming Obstacles, Seeking help, Achieving Goals.</p> <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.</p> <p>Becoming a friend: Self image and Relationships Is able to take turns and share resources Can tolerate delay when needs are not immediately met. Can talk about what they are doing and why.</p>	<p>Continue to develop skills of using gestures, non verbal communication, facial expressions, body language, appropriate language and vocabulary.</p> <p>To listen to others, speak to peers and adults and engage in discussions in a positive way.</p> <p>Use of zones of regulation.</p>



	<p>Continue developing social skills and developing friendships Have an understanding that everyone is different and special. Is sociable and enjoys silly talk. Plays within a group.</p> <p>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. 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. Can talk about healthy and unhealthy foods.</p>	
Literacy	<p>Reading words: Read individual letters by saying the sound for them. Blend sounds into words, so they can read short words made up of known letter-sound correspondences. Read a few 'tricky words'. See Little Wandle overview</p> <p>Understanding texts: Engage in conversation and can answer questions when participating in guided reading sessions using books linked to their phonic ability level. Know how to respond to 'who', 'where', 'what' and 'when' questions linked to texts and illustrations. Link to school 'Reading Toolkit'</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. Read book consistent with their phonic knowledge.</p> <p>Library: Parent and child library sessions after school every Monday.</p>



Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences eg; texts about birthdays, set in the forest etc.

Handwriting:

Knows how to form letters from their name correctly.
Makes marks and drawing using increasing control.
Know there is a sound / symbol relationship.
Begin to form some letters correctly

Sentence writing and sharing with others:

Begins to write letters and strings, sometimes in clusters like words.
Writing their name – tracing, copying or independent
Helicopter stories – Adults are dictated to by the child. Adult scribes the child's story.
Adult repeats each word as they write it. Adults reads the story back to the child once they have finished. Story shared with the class.

Select a book from the Key Stage 1 library to take home and share with parents.

Home reading books: Books matched to child's phonic ability sent home to consolidate learning. Changed twice weekly.

Guided Reading sessions:
Children read in groups matched by ability.
Books read match phonic ability.

Develop listening and speaking skills in a range of contexts.

Maths

White Rose Maths: Alive in Five! Growing 6,7,8.





	Coverage	Ongoing Guidance
	<p>Introducing zero:</p> <p>Can children recognise 0? Can children find 0 in real life situations?</p> <p>Do children understand that 0 means none? Can children recall what zero means? Can children count down to zero using their fingers?</p>	<p>Ongoing opportunities to explore and apply the understanding of 'nothing there' or 'all gone' - the number name zero and the numeral 0 used to represent this idea.</p>
	<p>Comparing numbers to 5:</p> <p>Making comparisons with numbers up to 5. Counting back from 5-0. Different ways of making 2,3,4,5.</p>	<p>Continue to compare numbers, one quantity can be more than, the same as or fewer than another quantity. Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations.</p>
	<p>Composition of 5:</p> <p>Begin to know that all numbers are made up of smaller numbers</p>	<p>Explore composition of larger numbers in play.</p>
	<p>Comparing Mass:</p> <p>Use the language of weight / mass. Compare weight and size. Understand the difference between heavy and light. Compare weight using balance scales. Able to sort objects according to whether they are heavy or light.</p>	<p>Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Common misconception that the bigger item is the heaviest.</p>
	<p>Comparing Capacity:</p> <p>Use the correct language for capacity. Explain what capacity means. Make predictions in relation to capacity.</p>	<p>Continue to build on understanding of full and empty to show half full, nearly full, and nearly empty. Provide opportunities to explore capacity using different materials such as</p>



	<p>Make comparisons in relation to capacity. Can order different amounts in relation to capacity.</p>	<p>water, sand, rice, and beads. Provide different sized and shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide, and shallow. Encourage the children to make direct comparisons by pouring from one container into another. They can also use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container.</p>
	<p>Number 6, 7, 8: Find different ways of making 6,7,8. Making number sentences involving 6,7,8. Knowing 1 MORE than a given number. Using a 10 frame to investigate number composition.</p>	<p>Represent 6,7,8 in different ways, count out from a larger group. Support conceptual subitising by arranging 6,7 or 8 items into small groups and see how the numbers are made up of smaller numbers.</p>
	<p>Making Pairs: Matching 2 items. Sorting objects into pairs. Describe a matching pair.</p>	<p>Begin to understand that a pair is two. Provide collections of items that come in pairs. Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner. Use Snap or memory games.</p>
	<p>Combining two groups: Finding and recording a total amount of 2 groups. Making a whole / part model.</p>	<p>Use real objects to combine and see how many altogether. Encourage subitising skills.</p>
	<p>Length / Height: Use the correct language relating to length and size. Measuring. Comparing 2 lengths. Working out which is the longest / shortest – problem solving.</p>	<p>Make direct comparisons. Encourage mathematical vocab relating to length – longer, shorter. To height – taller, shorter and breadth – wider, narrower. Make indirect comparisons using objects to measure items e.g., cubes or blocks.</p>



	<p>Time: Know how to order key events in daily routines. Use correct language relating to time. Talk about events that happen during the day. Using a sand timer to measure time. Show simple times on a clock.</p>	<p>Daily visual timetable Days of the week song daily and days of the week elephants - today is red Wednesday so tomorrow will be yellow Thursday and yesterday was green Tuesday etc. Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.</p>
<p>Understanding the World:</p>	<p>History: Organises pictures from a story in chronological order. Joins in and talks about the Lunar New Year festival. Know how to use the language of time when talking about past/present. Visually represent their day on a simple timeline.</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 – link to Lunar New Year. Can interpret a 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. Participate in The RSPB Big Bird Watch.</p> <p>Design and Technology: Explores through play a variety of construction materials – duplo, building blocks etc.. mastering practical skills.</p>	



	<p>Choosing appropriate tools and joining techniques to make their own rockets, alien masks, bird nests, dragons. Use hammer and nails to create their own constellations.</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 light – making up a simple circuit to light a bulb (star) Make simple predictions Changes in materials – paper mache Learn about planets and constellations.</p>	
Expressive arts and design	<p>Visual Arts; Skill – observational drawings. Drawings becoming more mature and detailed. 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: Vincent Van Gogh – Starry Night.</p> <p>Music: Experiment with different instruments and the sounds they make during child initiated time Charanga Songs: (Spring Term)</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.</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>Develop story lines through small world or role play.</p>



Playing and pretending:

Role play experiences
Deconstructed role play
Planned role play – café