
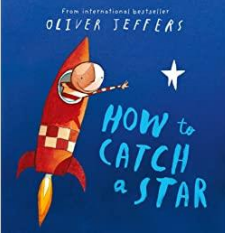


Reception Medium Term Plan

Spring 1- Where will my Rocket take me?



Parental Engagement	Key Text	Traditional Tales and Rhymes	Trips and Experiences	Festivals and Special Times
<p>Reading/Phonics Workshop</p> <p>Parent/Carer termly phone call</p>	<p>The Way Back Home</p>  <p>How to Catch a Star</p>  <p>We will also be reading lots of other stories, songs and rhymes daily.</p>	<p>Mr Wolf's Pancakes</p> <p>The Runaway Pizza</p>		<p>Lunar New Year</p> <p>Safer Internet Day</p> <p>Holi Festival</p> <p>Shrove Tuesday</p>

Our British Value: Individual Liberty

We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.

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Characteristics of effective Learning:


Playing and Exploring - During this topic the children will be encouraged to play and explore using knowledge they already have and supported to develop a 'have a go' attitude at school.


Active learning - The children will be provided with daily activities that allow them to be active and involved in their learning. The activities will help develop concentration and attention.

Creating and thinking Critically - Our continuous provision will strongly encourage the children to explore their own ideas and to tackle a task how they feel best suit.

We have an animal for each learning behaviour. These are:

Creative Chameleon		Persevering parrot		Go for it Gorillas		Proud Peacock	
Slinky Linky Snake		I know Rhino		Exploring Elephants		Choosing Chimps	

Concentrating Crocodiles 

Personal, Social and Emotional Development  Self-Regulation	Prime Areas of learning	
	Personally, Socially and Emotionally we will be able to... <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Manage their own needs. Show resilience and perseverance in the face of challenge. 	We will achieve this by... Scarf Lessons- theme: Growing and Changing Naming the different seasons and describe their differences. Explaining the changes that occur as seasons change. Talking about how they have grown in resilience.



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Managing Self

Building Relationships

- Think about the perspectives of others.

E-safety Focus- I know I can put information on the internet. We will be able to follow safe internet rules at school through stories such as Digi Duck and Smartie the Penguin.

Understanding that animals and humans change in appearance over time.

Using relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).

Making observations and ask questions about living things.

Retelling a story and respond to questions about it.

Using the language and describe the different life stages of: baby, child, teenager, adult, older age.

Talking about their own experience of growing up.

Understanding that every family is different.

Talking about similarities and differences between themselves and others.

Talking about how they have changed as they have grown.

Explaining the differences between babies, children, and adults.


Understanding that we are all unique.

Naming parts of the body.


Explaining which parts of their body are kept private and safe and why.

Telling or ask an appropriate adult for help if they feel unsafe.

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		<p>Golden behaviour of the day Listening to others. Taking turns. Discussing feelings and relating them to different situations we might be faced with. Discussing and make our own New Years resolutions.</p>
<p>Communication and Language</p>  <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>As Communicators we will...</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 	<p>We will achieve this by...</p> <p>Sharing lots of stories in the library, book corner and daily reading. NELI activities. Introducing and using interesting words to describe our snack and other things such as the planets. 'I wonder' questions about everyday experiences such as the weather, science investigations and responding to stories.</p> <p>Daily welcome to Reception, talking about the weather, season and children's experiences.</p> <p>Introducing new vocabulary - add words to our story board and use the words to make a sentence such as 'space', 'moon', 'planet'.</p>


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		<p>Daily singing, rhymes and topic songs about space. Writing space poems. Writing about space adventures. Writing about planets. Making a list of what to take to space. Exploring rhyming words. Retelling stories. Sharing weekend and holiday news. Talking in full sentences. Counting the words in our sentences. Reading a range of stories. Reading for pleasure books to go home. Twinkl Reading books online.</p>
<p>Physical Development</p>  <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>Physically, we will...</p> <ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop the foundations of a handwriting style, which is fast, accurate and efficient. 	<p>We will achieve this by...</p> <p>P.E Hub- Speed, Agility and Travel Unit 1&2.</p> <p>Weekly Gymnastic lessons.</p> <p>Daily practise putting our coats on and zipping them up.</p> <p>Getting ready for our Seasonal walks and dressing for the seasons.</p> <p>Lots of fine motor activities such as tweezers, scoops and scissors to develop our finger movements.</p> <p>Jigsaw puzzles.</p> <p>Threading.</p>

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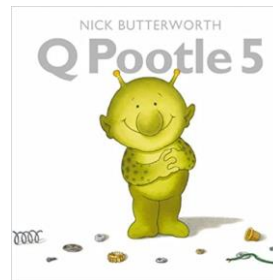
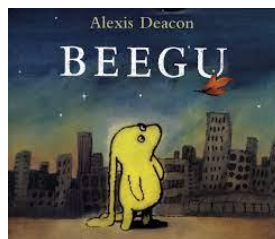
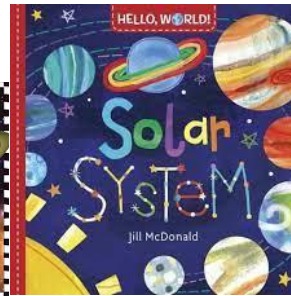
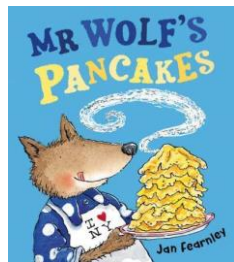
		<p>Playdough activities. Weekly drawing activities such as drawing circles, zig zags and lines. Weekly name writing. Pencil grip activities. Lots of writing tools such as paint, crayons, pens and sticks etc to draw and make marks. Lots of moving around rolling tyres, balls, pushchairs, parachutes and other movements. Daily healthy snack including fruit and milk. Daily washing hands and learning to be independent going to the toilet and taking care of ourselves. Space dancing and movement.</p>
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Specific Areas of learning

<p>Literacy</p>  <p>Reading</p> <p>Writing</p> <p>Comprehension</p>	<p>As Readers, Writers and mark makers we will be...</p> <ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. 	<p>We will achieve this by...</p> <p>Talking about words that rhyme in the story. Word walks-looking for signs and words around our environment. Lots of opportunities to make marks such as designing space rockets, aliens and creating maps. Writing our names.</p>
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- Read a few common exception words matched to the school's phonic programme.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Learning Level 3 Phonics from the Twinkl Phonics Scheme.



Weekly pattern drawing from letter join.

Lots of stories such Way Back Home, How to Catch a Star, Q Pootle 5, Beegu, etc.

Looking at information books about space and the planets.

Weekly library visits to share a book for enjoyment.

Story boards and maps to retell our class story.

Small world play to act out stories.

Making maps for space.

Role play area to act out and tell stories.

Daily Phonics.

Sharing our favourite books.

Exploring and making the different settings from the story such as the 'moon'.

Performing space poetry and rhymes.


We will be following the Twinkl Phase 3 Phonics lessons.

Making alien names that rhyme and using different sounds.


Segmenting and blending real and non-sense words.

Playing the game Obb and Bob.

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		<p>Writing about visiting space, the different planets, writing about how to catch a star, etc. Making lists of what we would need for a space adventure.</p>
<p>Maths  Number Numerical Patterns</p>	<p>As Mathematicians we will be...</p> <ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	<p>We will achieve this by...</p> <p>In Reception we will be following the NCETM Mastering Maths Program. Learning about the numbers 1-5 through number blocks- counting, comparing amounts and recording in our ways. Making groups of objects and quickly recalling how many, such as 2 aliens and 3 rockets.</p> <p>Subitising.</p> <p>Daily counting for different purposes such as how much milk we need? Or sharing the fruit.</p> <p>Counting songs e.g. Once I Caught a Fish Alive.</p> <p>Rocket launch counting- counting down for blast off.</p> <p>Making pictures and patterns using shapes</p> <p>Exploring and making shape rockets and aliens etc.</p> <p>Comparing groups.</p>

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		<p>Describing the size and different patterns of different planets in the solar system.</p> <p>Making maps and describing the route to space.</p> <p>Positional language games using space- where is the moon? Alien? Rocket? Where are you going?</p> <p>Making and measuring rockets.</p> <p>Weighing different amounts.</p> <p>Recalling stem sentences.</p> <p>Recalling number bonds.</p> <p>Using Mathematical language.</p> <p>Being able to find different ways of making the same number.</p> <p>Recognising numbers.</p> <p>Practising number formation and forming numbers correctly.</p> <p>Making tally charts about our favourite pancake toppings.</p>
<p>Understanding the World</p> 	<p>Learning about People & the World, we will be...</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>We will achieve this by...</p> <p>Using our senses to explore what's inside the curiosity cube.</p> <p>Local walks.</p> <p>Talking about special times for our families e.g. Christmas and Easter time - how do we celebrate differently?</p>



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Past and Present

People, Culture and Communities

The Natural World

- Draw information from a simple map.
- To learn about the internet and it's uses.
- To learn about how to be safe on the internet.
- To learn about what to do when they feel unsafe online.

In RE our topic is: Who are the people in sacred stories and why might they be still important today?

Theo/HSS

Using our senses to explore the seasons of Winter and then signs of Spring. Exploring different materials e.g. moon rocks and dust.

Small world areas to tell stories and let our imaginations run wild.

Collecting natural materials and using our senses to talk about them.

Welly walks and talking about change in our environment.

Lots of books, poems and rhymes about different families - PSED links.

Learning all about the wonders of space. Learning about the night sky- the stars, moon and planets.

Being able to name the planets.

Learning ways to remember the planets.

Recalling different facts about space.

Role play area- space station.

Making maps.

Drawing simple information from maps.

Learning about online safety through Safer Internet.


Making crosses using different materials.

Celebrations-

Lunar New Year celebrations.

Holi Festival- exploring colour.

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		<p>Shrove Tuesday- making/eating pancakes. Easter- eating hot cross buns.</p> <p>Weekly assemblies with Mrs Berry and Mrs Harrison. Godly play for the Easter story. Easter songs and rhymes. Making Easter cards and Easter gardens. Daily prayers/reflection and thank you thoughts. Celebrating Easter and sharing our own experiences for our different families.</p>
<p>Expressive Arts and Design</p>  <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Imaginatively and as Artists, Musicians and Designers we will be ...</p> <ul style="list-style-type: none"> • Can plan, design and make. • Constructs with a purpose in mind, using a variety of resources. • Create collaboratively sharing ideas, resources and skills. • Share their creations, explaining the process they have used. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	<p>We will achieve this by...</p> <p>Our focus Artist is Wassily Kandinsky. During our weekly Kapow music lessons we will be exploring sound. Children can explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them. Daily sound games- listening to different sounds and making sounds using our voices and instruments.</p>



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- Watch and talk about dance and performance art, expressing their feelings and responses.
- Create collaboratively sharing ideas, resources and skills.

Making rockets using junk modelling.
Naming and using different colours to create our paintings, collages and other art work.
Designing and making aliens.
Making space pictures using crumpets and other materials.
Using different materials to build models and make things.
Small world area to retell familiar stories and make up new story lines.