

Medium Term Planning

Reception Spring 2

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| <p><u>Personal Social & Emotional Development</u> <u>Broad Learning Intentions</u></p> <p>To continue to be interested, excited and motivated to learn. To understand that there needs to be agreed values & codes of behaviour for groups of people. To be aware of personal safety. To be confident to try new activities, initiate ideas & speak in front of a familiar group.</p> <p><u>Key Activities and Starting Points</u> Make up rules for our school environment, e.g. put your peel in the green bin, put toys away carefully. Think of ways we can care for & improve our environment e.g. planting bulbs. Learning to use the wider outdoor area responsibly and constructively. To discuss road safety issues and learn how to safely cross the road with an adult.</p> | <p><u>Expressive Arts and Design</u> <u>Broad Learning Intentions</u></p> <p>To observe and respond to the immediate environment through movement, arts & craft, music and play. To produce a product that satisfies a particular purpose. To try and fit a sound to a beat. To join in with appropriate sounds and actions. To explore colour, texture & shape in the playground environment.</p> <p><u>Key Activities & Starting Points</u> Close observational drawings of our environment. Mothers Day cards. Spring class assemblies – accompany songs using a variety of percussion instruments. Make Easter baskets/boxes.</p> | <p><u>Mathematics</u> <u>Broad Learning Intentions</u></p> <p>To compare and order numbers and say which is more or less. To add and subtract with numbers with numbers to 10 / 20. To relate addition to counting on. To add together 2 then 3 groups of objects. To know the days of the week in order. To compare lengths and weights. To understand and use the vocabulary related to money. To use everyday words to describe position & direction. To recognise and recreate patterns in the environment.</p> <p><u>Key Activities & Starting Points</u> Role-play activities using money. Sorting coins, 1p. 2p. 5p. To keep a weather chart for a week. Describe and draw their route to school using positional language. Make and order buildings & towers using construction kits Activities involving comparisons of height and weight</p> |
| <p><u>Communication and Language</u> <u>Broad Learning Intentions</u></p> <p>To interact with others taking turns in conversation. To listen attentively and respond to stories.</p> <p><u>Key Activities and Starting Points</u> Listen to, retell and act out stories relevant to our topic - 'Bear Hunt', 'Tom & the Island of Dinosaurs', 'Rosie's Walk', 'Mr. Wolf's Week', 'Come on Daisy' Describe the journey to school using language involved in sequencing – first, next, then, before, after.</p> | <p><u>SPRING 2 - ALL AROUND US</u> <u>Physical Development</u> <u>Broad Learning Intentions</u></p> <p>To look at the world from different perspectives e.g. through a tunnel, upside down, etc. To move with control and confidence. To handle tools, objects and construction materials safely, with increasing control and independence. To begin to explore travelling, stretching & curling in P.E..</p> <p><u>Key Activities and Starting Points</u> To use construction and small world play to create different environments – a park, town, playground. Travelling in P.E. in different ways adjusting speed and direction, running, rolling, crawling, tip-toeing and combining a series of movements to express feelings and ideas. Act out through movement 'Bear Hunt' Use of the secret path.</p> | <p><u>Understanding the World</u> <u>Broad Learning Intentions</u></p> <p>To be aware of the immediate locality around the school and make observations of specific features. e.g. road names, cables, drains, signs, etc. To ask relevant questions in order to find out more about their locality and to explain why and how things happen. To be aware that there are different types of localities in the world. To talk about and make contributions to a discussion about different environments (observing & questioning).</p> <p><u>Key Activities and Starting Points</u> Children to go on a walk in the immediate locality around the school and record observations. Observe seasonal changes and talk about the weather. Create environments using sand and water. Identify features of the playground and 'our journey to school' and record on maps. Use simple ICT programmes e.g. Trudy's Time & Place, My World/weather map, Simple City.</p> |
| <p><u>Literacy reading and writing</u> <u>Broad Learning Intentions</u></p> <p>To begin to form simple sentences. To introduce vocabulary related to our topic, e.g. plan, map, environment, temperature, etc. To recognise some long vowel phonemes, e.g. ee, oo. To hear & say initial and final sounds in words and short vowel sounds within words. To hold a pencil effectively and form letters correctly.</p> <p><u>Key Activities and Starting Points</u> Read 'Bear Hunt', 'Tom & the Island of Dinosaurs', 'Mr. Wolf's Week', 'A Balloon for Grandad' and 'The Train Ride'. Use some of these texts as a stimulus for emergent writing.</p> | | |

What you can do to help: Put observations of your child engaging with our topic on Tapestry (e.g. a trip to the park, looking at signs of Spring or counting ducks on the pond). Encourage your child to be observant when out with you, e.g. on a trip to the shops, point out features such as traffic lights, numbers in the environment, road signs, street names, etc. Visit the park and look for signs of Spring. Encourage your child to be environmentally friendly, being litter conscious, recycling, etc. Talk about landmarks on your daily route to school.