



Reception Medium term planning

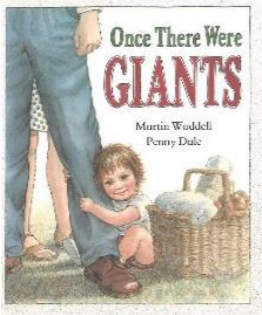
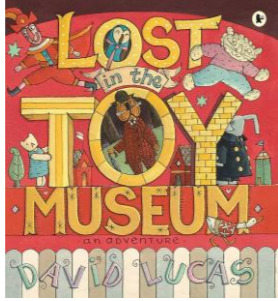
Themes: Growth and Changes


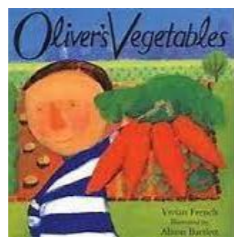
Spring Term

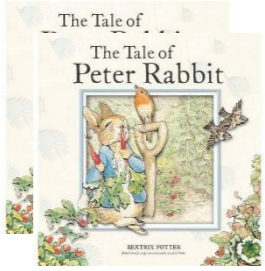


Communication & Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the world	Exploring media and materials
<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. 	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow 	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes- personal hygiene 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Read some letter groups that each represent one sound and say sounds for them.</p> <ul style="list-style-type: none"> Form lower-case letters correctly. Write captions and short phrases e.g pat a dog Develop the foundations of a handwriting style which is fast, accurate and efficient. (Lifted from Physical development) 	<ul style="list-style-type: none"> Count beyond ten Verbally count beyond 20, recognising the pattern of the counting system. Subitise (within and beyond 5). Understand the 'one more than/ one less than' relationship between consecutive numbers Explore composition of numbers to 10 Compare numbers Atomically recall number bonds for numbers 0-5. Understand that two equal groups can be called a double and connect this to finder patterns. Sort odd and even numbers according to their shape. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups.

		<p>EAD statements linked to Dance-</p> <ul style="list-style-type: none">• Listen attentively, move to and talk about music, expressing their feelings and responses.• Watch and talk about dance and performance art, expressing their feelings and responses.• Explore and engage in music making and dance, performing solo or in groups.				
--	--	---	--	--	--	--

	Core Text	Key Learning Intent:	Enrichment experiences	Prior Learning from Nursery	Links to Key Stage 1 themes
My Past	<p>Once There Were Giants</p> 	<ul style="list-style-type: none"> We will share and discuss pictures of our younger selves. We will make a timeline to show how we have grown so far and how we will grow in the future (baby to adult). We will look closely at how we have changed so far. We will talk about how we have grown so far and the milestones we have achieved. We will look at differences between our past and now e.g. food, toys, clothes. We will measure ourselves and display our heights so that we can see how much we are growing as the year progresses. We will learn about caring for babies. We will learn about the habits we need to grow up healthy. <p><u>Vocabulary</u> Baby, child, teenager, adult, elderly, grow, measure, past, now</p>	<p>Look at growth within our family- which different stages of growth are there? Draw around feet/hands for each person and compare.</p> <p>LFL (History) - Parent with a baby to visit the children</p> <p>LFL (Parental engagement) - Share stories about when we were younger with our families.</p>	<p>Children know that they used to be a baby and that they have grown up. They know that they live in their house and what their favourite things are.</p> <p>Children share experiences of siblings.</p>	<p>In Key stage 1, children will learn about life in the past in relation to their grandparents. They learn about changes over the past 50 years. Children will begin to understand their own history/chronology in reception to support their understanding of the past. They will need to understand that everyone begins life as a baby and grows to be an adult in order for them to be ready to compare the lives of their grandparents. This includes comparing the toys they play with now to those played with by their grandparents.</p>
The Past	<p>Lost in the Toy Museum</p> 	<ul style="list-style-type: none"> We will explore what life was like in the past (in direct comparison to our own lives today). We will share images of homes, toys, transport and schools in the past. We will talk about similarities and differences between now and the past. We will investigate objects from the past and say what we think they are. We will learn to play games from the past that children enjoy today e.g. hopscotch. We will listen to adults share their memories of school and of being a child. <p><u>Vocabulary</u> Past, now, old, change, museum, same, different</p>	<p>LFL (History) - Ask family members to share memories of their past and bring in objects.</p> <p>Miss Mountford will share her memories of what Knypersley First School was like when she was a child. We will invite our staff and past staff members to talk to the children about Knypersley First School in the past.</p> <p>LFL (History) - Then and now toys</p>	<p>Children know that they were a baby.</p> <p>Children are encouraged to think about their life before Knypersley (e.g.- other nurseries) or different houses etc.</p>	<p>Children in key stage 1 learn about the lives of their grandparents in the past and about what life was like for children in Victorian Britain.</p>

			to explore		
Faith in Focus (1 week)	Share a range of non-fiction texts that show different celebrations.	<ul style="list-style-type: none"> We will share our experiences of celebrations that we have been to. We will look at a variety of weddings from different cultures, faiths and communities. We will look for similarities and differences between weddings. We will know that people have different beliefs and celebrate special times in different ways. We will know some places that are special to some people in our community. We will visit a local church and look at the features. <p><u>Vocabulary:</u> Celebration, wedding, married, community, special, same, different, tradition</p>	<p>Visit to St John's Church</p> <p>Bring in photographs of celebrations children have been to in the past.</p>	<p>Children have experiences of visiting a local church and know that some people called Christians visit the special place.</p>	<p>In Key stage 1, children explore a range of celebrations and learn how people prepare for celebrations in different faiths. In reception, children will learn that people celebrate in different ways. They will learn about celebrations from a range of faiths including Christmas, Easter, Diwali and Eid.</p>
Wildlife	<p>Hello Spring</p> 	<ul style="list-style-type: none"> We will understand the effects of the changes from winter to spring. We will revisit hibernation to talk about animals waking up. We will learn about new wildlife in the spring e.g. rabbits, birds etc. We will look closely at the changing weather. We will describe what we see, hear and feel whilst taking part in forest school. We will work collaboratively to create a spring flowers and animals display. We will practise a spring song to sing in our school daffodil assembly. <p><u>Vocabulary:</u> _____</p> <p>Spring, new life, season, change, grow, animal names (uk) e.g. rabbit and bunny</p>	<p>Bird Watching-RSPB</p> <p>Take part in the daffodil service.</p> <p>LFL (science) (P.E.) - Go on a Spring walk</p>	<p>Children know that autumn is a season and can talk about signs of autumn.</p> <p>They begin to explore signs of Spring and know the names of young animals that are born at this time of year.</p>	<p>In year 1 children study seasonal changes across all four seasons. Reception children will need to know about the different weathers associated with seasons.</p> <p>Children will strengthen their knowledge of animal names in preparation for key stage 1 where they will compare animals.</p>
Plants	<p>Oliver's Vegetables</p> 	<ul style="list-style-type: none"> We will understand the effect of changing seasons on the natural world around us (more flowers appearing as the weather gets warmer). We will know why many plants grow in spring. We will plant and care for our own seeds. We will observe them growing and talk about the changes we see. We will look closely at the different parts of plants. We will describe what we see, hear and feel whilst outside. We will work as a team to create a garden area in our outdoor space. We will learn about vegetables and know that they are a 	<p>Planting in our outdoor area.</p> <p>Invite parents/Biddulph in Bloom members to join in.</p> <p>Science Week</p>	<p>Children know that vegetables are healthy. They have tasted different fruits.</p> <p>Children have experience of planting beans and observing them grow.</p>	<p>In Key stage 1, children will identify different garden plants. They will identify the structure of common flowering plants and trees. In reception, children will need to know what plants are, their basic needs and basic structure e.g. flower, stem, leaf, root.</p>

		<p>healthy part of our diet.</p> <p><u>Vocabulary:</u> Vegetable, plant, soil, grow, changes, healthy, unhealthy, stem, roots</p>			
<p>Easter (1 week)</p>	<p>The Tale of Peter Rabbit</p> 	<ul style="list-style-type: none"> We will learn about Easter and know that this is a special time for some members of our community. We will learn songs and poems to perform in our Easter Bonnet Parade. We will revisit painting techniques learned so far and learn how to use water colours in the style of Beatrix Potter. We will retell the story of Peter Rabbit. <p><u>Vocabulary:</u> Easter, special, water colour, tradition, celebration, community</p>	<p>LFL (RE) - Easter Bonnet Parade</p> <p>LFL (RE) - Visit the Church</p> <p>LFL (Music) - experience a musical production, watch Easter performances of other year groups.</p>	<p>Easter bonnet parade.</p> <p>Children know that eggs hunts relate to Easter which is a special time for Christians.</p> <p>Have experience of holding and using a paintbrush.</p>	<p>In Key stage 1, children explore a range of celebrations and learn how people prepare for celebrations in different faiths. In reception, children will learn that people celebrate in different ways. They will learn about celebrations from a range of faiths including Easter and Eid.</p>