

## Reception Spring 1 - What's Your Superpower?



<p><b>In Communication, Language and Literacy we will:</b></p> <ul style="list-style-type: none"> <li>Play with words and “funny” rhymes, including “add your own word” rhymes.</li> <li>Participate in very familiar stories as choric speech between narrator and characters T4W.</li> <li>Add connectives on the end of simple responses to include detail or causative extensions.</li> <li>Recall and define specialist vocabulary for the half term</li> </ul> <p><b>Key Vocabulary</b> Simple nursery rhymes. Stop, look, listen, quiet, talking, magnet eyes, who, where, what, why, when, how</p>	<p><b>Which books will help children secure and think more deeply about the knowledge in this block?</b></p>
<p><b>In Literacy we will:</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Recall key elements of books they have heard and read.</li> <li>Use picture clues to help to read simple text</li> <li>Express a preference for stories/rhymes/songs</li> <li>Learn word play rhymes and more complex nursery rhymes.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Consolidate phonic skills Autumn 2</li> <li>Know tricky words - the, to, no, go, I</li> <li>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</li> <li>Read short ditty stories</li> <li>Read simple phonically regular captions and sentences.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use some letters in sequence to convey meaning, including CVC words.</li> <li>Spell to write vc/cvc words using taught sounds</li> <li>Orally compose a sentence and hold it before attempting to write it</li> <li>Write labels, lists and captions</li> </ul> <p><b>Key Vocabulary</b> action rhymes, phonics, sound, blend, Fred, Fred Talk, Fred Fingers, magnet eyes, good listening, good looking, good sitting</p> <div data-bbox="163 1119 702 1251"> <p><b>Skills Builder</b> PARTNERSHIP</p> <p>This half term we will be focusing on our listening skills</p> </div>	<p><b>In Mathematics we will:</b></p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <ul style="list-style-type: none"> <li>Pupils will:</li> <li>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>begin to identify missing parts for numbers within 5</li> <li>explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame</li> <li>focus on equal and unequal groups when comparing numbers</li> <li>understand that two equal groups can be called a ‘double’ and connect this to finger patterns</li> <li>sort odd and even numbers according to their ‘shape’</li> <li>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern</li> <li>order numbers and play track games</li> <li>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul> <p><b>Key Vocabulary</b> one, two, three, four, five, more, less, equal, part/part/whole, bond, position, below, next to, on top, above, under, left, right</p> <p><b>In Understanding the World we will:</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Share information about past events in their own lifetime - birthdays, celebrations, holidays and weekends with use of class calendar</li> </ul> <p><b>People Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Name some people in our community and explain their function through role play and small world re-enactment.</li> <li>Describe and re-enact traditions from Chinese New Year celebrations.</li> <li>Recognise that people have different beliefs and celebrate different times in special ways - Chinese New Year</li> <li>Learn songs from other cultures linked to Chinese New Year</li> <li>Have an awareness of internet safety</li> <li>Use one finger to click a mouse button to drag and drop</li> <li>Play games on an interactive whiteboard</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>Describe changes to trees and woodland plants in winter. Provide opportunities for children to note and record the weather.</li> <li>Observe and interact with natural processes (ice melting/sound vibrations/light travelling through transparent materials /shadows/magnets/floating)</li> <li>Describe and explain changes of state with water.</li> </ul> <p><b>Key Vocabulary</b> yesterday, last week, before, a long time ago, holiday, weekend, birthday, culture, building, celebration, safety, share, drag and drop, trees, forest, change, season, weather, melt, thaw, float</p>

# Appletree Gardens First School Medium Term Planning

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<p><u>In Personal, Social and Emotional Development we will:</u></p> <p><b>Jigsaw 3 Dreams and Goals</b></p> <p><b>Self Regulation</b></p> <ul style="list-style-type: none"> <li>• Know that they must work hard to reach a goal.</li> <li>• Talk about jobs that they might like to do when they are older.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Articulate simple problem solving approaches.</li> <li>• Identify healthy ingredients in healthy snacks.</li> <li>• Begin to show resilience</li> <li>• Can keep on trying at things.</li> <li>• Feel proud of their work.</li> <li>• Articulate the rationale for school regimes and expectations.</li> <li>• Articulate and demonstrate teeth cleaning.</li> </ul> <p><b>Building Relationships</b></p> <p>Work in a small group on tasks like turn-taking games.</p> <ul style="list-style-type: none"> <li>• To be proud of their peers achievements</li> </ul> <p><b>Key Vocabulary</b></p> <p>feeling, happy, sad, frightened, angry, family, difference, similarity, I am, amazing, good, proud</p>	<p><u>Expressive Arts and Design we will:</u></p> <ul style="list-style-type: none"> <li>• Twist, wrap and weave with pressure and precision, narrating choices about colour and texture.</li> <li>• Speak and act in role, demonstrating recall of the jobs of key members of the community.</li> <li>• Retell episodes from a known story in role or small world play.</li> <li>• Pitch match during songs.</li> <li>• Imitate more complex rhythm patterns with tapping instruments.</li> <li>• Dance with large arm movements using props – ribbon and fabric</li> <li>• Van Gogh Starry Night - city at night (swirls, buildings and windows)</li> </ul> <p><b>Key Vocabulary</b></p> <p>rhythm, dance, pulse, mix, change, difference,</p>	<p><u>In Physical Development we will:</u></p> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Recognise body changes during exercise.</li> <li>• Carry and control small equipment</li> <li>• Combine different movements with ease and fluency - Travel across more complex obstacle courses including changes of height.</li> <li>• <b>PE Hub</b> - Manipulation and Coordination Unit 1</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Weave, thread and tie</li> <li>• Hold pencils effectively to draw with attention to detail</li> <li>• Use paintbrushes with control</li> <li>• Cut shapes with scissors</li> </ul> <p><b>Key Vocabulary</b></p> <p>Stack, build, on top, next to, Cut, straight, line, Hand action rhymes, forwards, backwards, side ways, under, over, through, jump, roll, balance, control, land</p>
<p><b>Enhance our curriculum with FOREST SCHOOL:</b></p> <ul style="list-style-type: none"> <li>• Plan, do, review (listening and attention skills) speaking, learning new vocabulary, developing conversational skills</li> <li>• Using natural materials, creatively to learn about Winter</li> <li>• develop gross and fine motor skills</li> <li>• Learn to care for living things</li> <li>• Develop transporting skills</li> <li>• develop maths skills through mud kitchen, potion stations by measuring, comparing quantities and counting.</li> <li>• Build with a range of natural materials</li> <li>• Winter vocabulary explored and expanded</li> <li>• Develop questioning skills centred around their CIP</li> </ul> <p><b>Key Vocabulary</b> - size, colour, texture, seasons, weather, winter, elements, wind, water, ice, temperature</p>		<p><u>How will we enhance our continuous provision to extend learning through independent enquiry?</u></p> <ul style="list-style-type: none"> <li>• Develop joining and fastening skills - add thread, split pins and different hole punches to creation station</li> <li>• Real life heroes/superheroes with small world resources</li> <li>• Mini me on Duplo blocks to further extend imaginative play</li> <li>• Role Play Area: Superhero headquarters / shop</li> <li>• Further develop interest in sign writing adding half whiteboards on sticks and whiteboard pens to construction area</li> <li>• Writing area - sound flashcards and magnetic boards</li> <li>• Investigation area outside - further develop</li> </ul>
<p><b>We will involve our families in our learning by</b></p> <p>Regular reading at school and at home</p> <p>Spelling Drop ins Spring A (CVC writing – Fred fingers)</p> <p>‘Superhero’ vegetable homework task</p> <p>Story-Telling - share the T4W story of Supertato.</p> <p>Class Assmebly</p>	<p><u>Which strategies and interventions are we using to support our learners this half term?</u></p> <ul style="list-style-type: none"> <li>• Keep Up Phonics</li> <li>• WellComm, S&amp;L, Donut Speaking focus</li> <li>• Keep Up Maths</li> <li>• Launchpad for Literacy</li> <li>• THRIVE / LEGO Therapy</li> </ul>	<p><u>Which visits, visitors and experiences will we organise to help secure children’s knowledge?</u></p> <p>Evil pea and Supertato as weekly hook</p> <p>Healthy me - heights and weights/vision screening</p> <p>School Gym</p> <p>Forest School</p> <p>Class Assembly</p>

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