

Appletree Gardens First School Medium Term Planning

Reception Spring 2 - Stepping into Spring

In Communication, Language and Literacy we will:

Listening, Attention, Understanding

- Answer open ended or speculative questions.
- Listen to and talk about stories to build familiarity and understanding

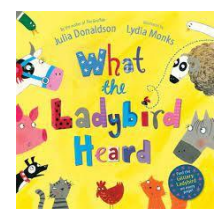
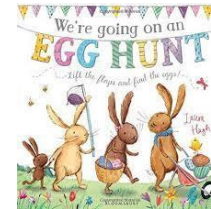
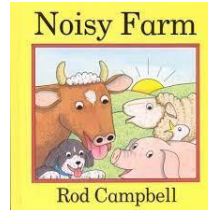
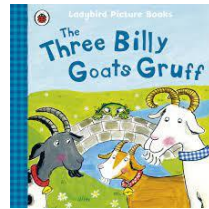
Speaking

- Tell entire familiar stories using sequenced illustrations as prompts
- Describe events in some detail (time connectives, order etc)
- Teach new skills to others verbally and by demonstration.
- Recall and define specialist vocabulary for the half term
- Articulate how to solve simple problems. (PSE)

Key Vocabulary

First, next, after that, finally, who, where, what, why, when, how, Once upon a time, After a while, Later, The same day, They all lived happily ever after

Which books will help children secure and think more deeply about the knowledge in this block?



In Literacy we will:

Comprehension

- Recall key elements of books they have heard and read.
- Understand cause and effect in books they have heard or read.
- Predict the endings of books.
- Use picture clues to help to read simple text
- Express a preference for stories/rhymes/songs
- Learn word play rhymes and more complex nursery rhymes.

Word Reading

- Consolidate phonic skills Spring A
- Know tricky words - the, to, and, no, go, I, he, we, she, me, be
- Blend and segment known sounds for reading and spelling VC, CVC, CVCC
- Read short ditty stories
- Read simple phonically regular captions and sentences.

Writing

- Spell to write vc/cvc words using Set1/2 sounds
- Orally compose a sentence and hold it before attempting to write it
- Write simple sentences with regular words

Key Vocabulary

action rhymes, phonics, sound, blend, Fred, Fred Talk, Fred Fingers, magnet eyes, good listening, good looking, good sitting Information book, non-fiction, contents page, index, illustration, diagram, label
Old, young, child, adult

In Mathematics we will:

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.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- 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
- focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Key Vocabulary

total, altogether, count forwards, count backwards, same, different, odd one out, more, fewer, part, whole, double, odd, even

In Understanding the World we will:

Past and Present

Talk about the lives of the people around them and their roles in society - jobs on the farm, people who help us, jobs in the home

People Culture and Communities

Recognise that people have different beliefs and celebrate different times in special ways - Easter / Eid
Describe the changes in the environment as the season changes

Natural World

Know and demonstrate how to grow seeds and care for seedlings (seeds/chopping fruit and veg)
Talk about change of state of materials - combining ingredients for cooking (Mother's day scones/flapjacks/rocky road)
Understand the key features of the life cycle of a plant and an animal.
Sequence the life of a baby bird from hatching to maturity.
Observe how animals behave differently as the seasons change.

Technology

Use a mouse with increasing control to use an art programme
Open and close a programme on PC/ipad
Have an awareness of screen time

Key Vocabulary


Egg, hatch, chick, feathers, Growth, decay, change, Family, memory, seed, plant, grow, root, drink, stem, leaf, Easter, Eid, celebrate, prepare, farm, spring, baby, young, life cycle



This half term we will be focusing on our listening skills

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<p><u>In Personal, Social and Emotional Development we will:</u></p> <p>Self Regulation Work in a small group on tasks like turn-taking games.</p> <p>Managing self Articulate how to solve simple problems. (CLL) Name some body parts. Talk about some things that keep you healthy. Give examples of healthy food. Explain what some healthy foods are. Choose ingredients suited to a healthy snack Make healthy snacks.</p> <p>Building relationships Know what to do if they get lost.</p> <p>Jigsaw 4 Healthy Me * Name some body parts. * Talk about some things that keep you healthy. * Know what to do if they get lost. * Give examples of healthy food. * Explain what some healthy foods are.</p> <p>Key Vocabulary Your turn, my turn, wait, Try this, Names of fruits, vegetables, snacks, body parts, healthy, unhealthy</p>	<p><u>Expressive Arts and Design we will:</u></p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Make increasingly detailed observational drawings and paintings of natural found objects and living things • Know how to join wood and reclaimed materials to make objects with a purpose • Draw single or a sequence of images from the imagination to illustrate a story. • Artist Monet -Japanese Bridge <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Retell episodes from a known story with dialogue using small world figures or puppets (The Three Billy Goats Gruff T4W) • Memorise short choreographed dance actions/sequences to accompany songs or stories in pairs or groups (T4W). • Explore and engage in music making and writing - Pattern <p>Key Vocabulary observe, draw, sketch, join, fasten, construct, test, predict, retell, beginning, middle, end, pattern</p>	<p><u>In Physical Development we will:</u></p> <p>Gross Motor Skills Control large scale gardening tools including watering cans.</p> <p>Games 2 - Balls Control small games equipment when transporting, collecting and throwing. Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Kick a ball at a target or to a friend.</p> <p>Games 1 - Beanbags - Develop confidence, competence, precision, strength and accuracy when using PE equipment throw a beanbag underarm at/in a target. throw and catch a beanbag explore ways of moving and balancing bean bags</p> <p>Fine Motor Skills Use tools to cut and join safely and under supervision. Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers. Use fine brushes to paint with poster/watercolour paints Join with tape and glue.</p> <p>Key Vocabulary Knife, cut, chop, Run, climb, under, over, through, on, in, Push, pull, Careful, risky, safe, help, Navigate, direction, turn, left, right</p>
<p><u>How will we enhance our curriculum with FOREST SCHOOL:</u></p> <ul style="list-style-type: none"> • Plan, do, review (listening and attention skills) speaking, learning new vocabulary and developing conversational skills • Using natural materials, creatively to learn about Winter • develop gross and fine motor skills • Learn to care for living things • Develop transporting skills • develop maths skills through mud kitchen, potion stations by measuring, comparing quantities and counting. • Build with a range of natural materials • Winter vocabulary explored and expanded • Develop questioning skills centred around their CIP <p>Key Vocabulary - 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> <p>Weekly area enhancements Role play - home corner (following children's interests) Farm small world Hand puppets Planting stations</p>
<p><u>We will involve our families in our learning by</u></p> <p>Regular reading at school and at home Homework tasks set to support learning Seesaw Literacy parent workshop Parent helpers for school trip</p>	<p><u>Which strategies and interventions are we using to support our learners this half term?</u></p> <p>Follow individual Support Plans Ensure all children participate in trips Play interventions - THRIVE approach Bespoke phonics sets and RWI Keep Up SALT / Wellcomm</p>	<p><u>Which visits, visitors and experiences will we organise to help secure children's knowledge?</u></p> <p>Mothers Day Afternoon Tea Trip to Whitley Bay Islamic Centre Trip to Whitehouse Farm Easter (look at school/class community celebrations, ask parents in) Reading Challenge invitation in to read</p>

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