

# Appletree Gardens First School Medium Term Planning

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



### In Communication, Language and Literacy we will:

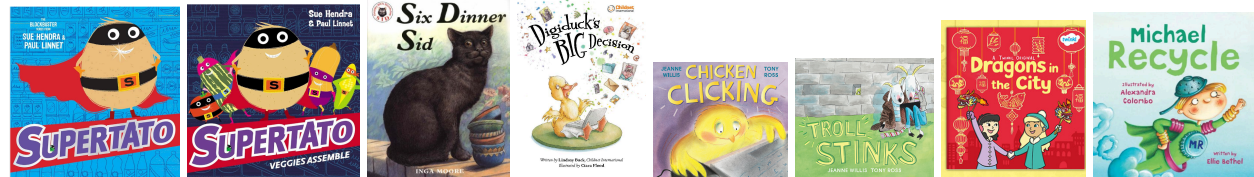
- Play with words and “funny” rhymes, including “add your own word” rhymes.
- Participate in very familiar stories as choric speech between narrator and characters T4W.
- Add connectives on the end of simple responses to include detail or causative extensions.

- Recall and define specialist vocabulary for the half term

#### **Key Vocabulary**

Simple nursery rhymes. Stop, look, listen, quiet, talking, magnet eyes, who, where, what, why, when, how

### 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.
- 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 Autumn 2
- Know tricky words - the, to, no, go, I
- Blend and segment known sounds for reading and spelling VC, CVC, CVCC
- Read short ditty stories
- Read simple phonically regular captions and sentences.

#### **Writing**

- Use some letters in sequence to convey meaning, including CVC words.
- Spell to write vc/cvc words using taught sounds
- Orally compose a sentence and hold it before attempting to write it
- Write labels, lists and captions

#### **Key Vocabulary**

action rhymes, phonics, sound, blend, Fred, Fred Talk, Fred Fingers, magnet eyes, good listening, good looking, good sitting



This half term we will be focusing on our listening skills

### In Mathematics we will:

#### **Power Maths - Unit 7 Numbers to 10 (2 weeks)**

- Counting to 6, 7, 8, 9 and 10
- Cardinality of numbers to 10
- Counting different representations up to 10
- Representations of numbers to 10
- Counting using abstraction
- Counting up to 10 from a larger group

#### **Power Maths - Unit 8 Comparing numbers within 10 (1 week)**

- Compare groups up to 10
- Compare and represent numbers to 10
- More than and fewer than
- How many more?
- Finding the difference

#### **Power Maths - Unit 9 addition to 10 (1 week)**

- Recapping the language of parts and wholes
- Combining 2 parts to make a whole
- Exploring the part-whole model
- Exploring misconceptions using the part whole model
- Number stories to 10 using the part-whole model

#### **Power Maths - Unit 10 Measure (length, height, weight) (2 weeks)**

- Comparing length and weight
- Understanding the relationship between length and height
- Selecting an appropriate unit of measure
- Using non-standard units to measure length, distance and weight of objects

#### **Key Vocabulary**

one, two, three, four, five, more, less, equal, part/part/whole, bond, position, below, next to, on top, above, under, left, right

### In Understanding the World we will:

#### **Past and Present**

- Share information about past events in their own lifetime - birthdays, celebrations, holidays and weekends with use of class calendar

#### **People Culture and Communities**

- Name some people in our community and explain their function through role play and small world re-enactment.
- Describe and re-enact traditions from Chinese New Year celebrations.
- Recognise that people have different beliefs and celebrate different times in special ways - Chinese New Year
- Learn songs from other cultures linked to Chinese New Year
- Have an awareness of internet safety
- Use one finger to click a mouse button to drag and drop
- Play games on an interactive whiteboard

#### **Natural World**


- Describe changes to trees and woodland plants in winter. Provide opportunities for children to note and record the weather.
- Observe and interact with natural processes(ice melting/sound vibrations/light travelling through transparent materials /shadows/magnets/floating)
- Describe and explain changes of state with water

#### **Key Vocabulary**

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

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

<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> <p>Articulate simple problem solving approaches. Identify healthy ingredients in healthy snacks. Begin to show resilience Can keep on trying at things. Feel proud of their work. Articulate the rationale for school regimes and expectations. Articulate and demonstrate teeth cleaning.</p> <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> 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> </ul> <ul style="list-style-type: none"> <li>• Van Gogh Starry Night - city at night (swirls, buildings and windows)</li> </ul> <p><b>Key Vocabulary</b> rhythm, dance, pulse, mix, change, difference,</p>	<p><u>In Physical Development we will:</u></p> <p><b>Physical Development</b></p> <p>Recognise body changes during exercise. Carry and control small equipment Combine different movements with ease and fluency - Travel across more complex obstacle courses including changes of height. <b>PE Hub</b> - Dance supported by Little Movers CPD</p> <p><b>Fine Motor Skills</b></p> <p>Weave, thread and tie Hold pencils effectively to draw with attention to detail Use paintbrushes with control Cut shapes with scissors</p> <p><b>Key Vocabulary</b> 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><u>How will we enhance our curriculum with FOREST SCHOOL:</u></p> <ul style="list-style-type: none"> <li>• Plan, do, review (listening and attention skills) speaking, learning new vocabulary and 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> <p>Develop joining and fastening skills - add thread, split pins and different hole punches to creation station</p> <p>Real life heroes/superheroes with small world resources</p> <p>Mini me on duplo blocks to further extend imaginative play</p> <p>Superhero headquarters role play area</p> <p>Further develop interest in sign writing adding half whiteboards on sticks and whiteboard pens to construction area</p> <p>Writing area - sound flashcards and magnetic boards</p> <p>Investigation area outside - further develop</p>
<p><u>We will involve our families in our learning by</u></p> <p>Regular reading at school and at home Reading drop ins Spring A with Literacy Lead and Headteacher Class assembly 'Superhero' vegetable homework task Story-Telling - share the T4W story of Supertato.</p>	<p><u>Which strategies and interventions are we using to support our learners this half term?</u></p> <p>Play interventions - THRIVE approach</p> <p>Bespoke phonics sets</p> <p>SALT / Wellcomm</p>	<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 Healthy me - heights and weights/vision screening School Gym Forest School</p>