

medium term Plans

Spring Term 2

Reception 2023

Growing, Green Fingers, Healthy Me

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| **Themes and Contexts: / See Long Term Plans for Knowledge / intent** | | |
| **What would we like the children to be demonstrating?** | | |
| Personal Social and Emotional Development | | Mathematics |
| Exploration of core values is now at our prime and children need to understand what they have done to earn core value points or if they have been taken away. Can children articulate why before being told. This is good to model and celebrate with others at the end of each day.  Skills included this term are being a good sportsman, having to celebrate friends achievements.  This terms focus is healthy me and children will need to begin to use their knowledge to apply good habits in eating, exercising , sleeping and hygiene.  The latter needs particular attention since children need prompting. Ask children to design posters to display about the appropriate hygiene routines needed in the cloakroom.  Hold a pyjama day event to explore the concept of good bedtime routines.  Ask parents to keep a sleep and bedtime routine diary and use the information to gather data for mathematics .  Engage the children with food technology each week. Menus need to include healthier options and as above record using data the result of children’s options. This is an opportunity for children to use fine motor skills when cutting and using scissors for food preparation.  Use eggs to discover why your teeth need looking after! Dental care is important and wat you eat is also a factor. | | I know ways of Representing 9 and 10  Sorting 9 and 10 in different ways  Order numbers to 10  Composition of 9 and 10 Bingo – Numbers to 10  Counting backwards from 10  Comparing within 10  I can use equipment to Compare numbers within 10  I can Making 10 with different natural materials, Numicom or Denes.  Building 9 and 10  I can Match3D Shapes Real life objects in the classroom and out and a about in the supermarket.  I can explore artistically using paint, playdough and clay how 3D Prints look and describe them using mathematical vocabulary.  Patterns. Movement Patterns are copied and repeated during music and dance sessions.  I can engage positively and independently in Activities for: Composition of 5 Equal and unequal groups  I am able to discuss the vocabulary needed to review Measurement / Length and height accurately.  Combining 2 groups to make a number involving language such as add, altogether, how many.  I can retrieve my learning on Number 6 Number 7 Number 8  I can apply my knowledge of pattern across different aspects such as dance movement and music. |
| Communication and Language Development | | Understanding the World |
| Skills in good listening and attention must now be solidified and children also have chance to use this skill for wider opportunities such as school assemblies and singing.  Vary the stories and books this term to include nonfiction reading material and longer stories with less pictures such as James and the giant peach, extracts from larger novels perhaps and more poetry this term to use , recite as choral speech.  This term our topic lends itself well to group or class discussions of a scientifical and historical nature therefore children can use their skills to pose questions, ponder and theorise why things do, don’t or have happened. | | Children learn about how to grow food, use skills and recordings as well as observation to understand what plants may need such as herbs and vegetables. How can you make sure the have enough or not too much water ? can children develop charts and graphs or tables to sign if they have watered or even make a jobs to do list and whose turn it is each day to look after them.  Cook with a range of herbs, spices, and healthy food. Record with photos and share these in a display. Talk about their likes and dislikes as well as tasting new things.  Litter pick around our local environment or on the beach to help children towards taking care of our environment.  Encourage children’s observational skills by regrowing vegetables, pose questions and theories as to why this can happen.  How can you make an eggshell disappear, an egg bounce and cook the best egg! Plan theorise and prove .  I can find and describe a variety of plants in the outdoors. I can discuss which is my favourite.  I can sort some plants and animals into contrasting environments.  Celebrating Easter time / Spring time around the world. |
| Physical Development | | Expressive Arts and Design |
| Whisking skills used to make the ultimate meringues , omelettes, angel delight.  Use knives to cut vegetables for veggie soup based on the story ‘Oliver’s Vegetables’.  Digging and pulling out the weeds using hand trowels, forks and manoeuvring wheelbarrows.  Coordinate limbs to carry out controlled defined actions and movements.  Reproduce movements with a ball bilaterally. Contact a ball using foot or legs . hop , jump, and skip in sequence to travel across mats, floor space or apparatus.  Send and stop objects using hands and feet. ( PE HUB Manipulation unit 1)  Dance and yoga sessions to build core strength and control for writing and posture. | | Explore the different forms of artwork that can be achieved using fruits and vegetables as well as tie die helping children to know that colour does not always have to be paint of pencils , inks and dyes provide another colour opportunity. Colouring foods to play with such as spaghetti then used to drag across pictures. Coloured sand to make layered sand bottles.  How can you make an eggshell disappear, an egg bounce and cook the best egg! Plan, theorise and prove .  Use skills to make building projects move such as wheels, air power, waterpower. Children can adapt this for different purposes. |
| Literacy Development | |  |
| Use their skills in reading by learning bossy words by sight to aid in recipes and instructions.  Children can read and write all tricky words form red and green books.  Children are increasingly more confident doing Fred in your head . Reinforce this with continued support for blending.  Children begin to read with expression as a key skill and this should be shared with parents as a target.  Children use their skills to find the correct page in fiction and non fiction books or books with more than one story.  Children show case their rhyming skills when reading poetry and having fun with changing words in poems.  Childrfen write most lower case letters appropriately. | |  |
| What words or phrases do we want the children to have experience of or use by the end of this half term? | | |
| Lamb, calf, piglet, pony, foal, spring, blossom, chick, tulip, daffodil, crocus, snowdrop. |  | |

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| **Visitors, visits and special experiences and family involvement** | Books and poetry |
| Pyjama party to build awareness of sleep, tooth cleaning and bedtime routines. Parents to be given a chart to fill out for the week including advise on top tips for a happy nights sleep.  Arts week .  World Book Day  Rockpool school used to support protecting our seashore in the local environment. | Farmer Duck  SHHH!  Farm yard nursery songs and poetry / BBC Rhymes  What the lady bird heard  The little Red Hen  Oliver’s vegetables  Bad Tempered Lady Bird by Eric Carle  Mad about mini Beasts by Davis Wojtowycz@ Giles Andreae  Ben plants a butterfly garden by Kate Petty  Norman the Slug with the Silly Shell by Sue Hendra  Aargh a Spider by Lydia Monks  Insecta ; A Close up Look by Peter Seymore.  The Run Away Pea  Daisy Eat your Peas |
| Vulnerable children | Continuous and enhanced provision. |
| Continue speech and language programmes.  Follow and record IEPS ready for tracking children for Spring 2.  Meet with parents to review progress and support learning.  Phonics groups to be set to do additional sessions for those in keep up groups.  Continue to assess children’s levels of well being and enjoyment. | Potion making : sensory exploration touch, smell, sight.  Use herbs, petals , sticky together foam pieces.  Consolidate balls skills by including in physical development area outdoors.  Add shaving gel, sand and flour to paint to make the texture thicker for exploring outdoors on stand-up boards and flat.  Use science to make link pendulum painting.  Continue “whatever you want to be” areas indoors but add small items to link with children’s interests.  Musical genres on outdoor stage again follow children’s interests or songs we have been learning for spring assembly .  Water play links with colour for arts week where running paint is explored down pipes.  Include more capacity tools for sand area as weather gets dryer. If weather is wet consolidate the use of clay tools from the clay workshops on texture to use as sand sculpting. |