**Reception Medium Term Planning Spring 2 2018**

**Specific areas of learning** – **Reading, Writing and Understanding the World.**

**Personal, Social and Emotional**

Managing Feelings and Behaviour:

To begin to be able to negotiate and solve problems. (40-60)

**Personal, Social and Emotional**

Self-Confidence/Self-Awareness:

To be confident to talk about own needs, wants, interests and opinions. (40-60)

**Personal, Social and Emotional**

Making Relationships:

To initiate conversations and take account of what others are saying. (40-60 months)

**Mathematics**

Numbers: Finds the total number of items in two groups by counting all of them. Begins to use the vocabulary involved in addition and subtraction (40-60)

Shape, Space and Measures: Orders two or three objects by length or height - measure and compare height of plants we are growing. Uses everyday language related to time (40-60)

**Spring 2 2018**

**New life**

**and changing seasons**



**Communication and Language/**

**Reading and writing**

Listening and attention: Maintains concentration and sits quietly during appropriate activities. (40-60)

Understanding: Listens and responds to ideas expressed in conversation. (40-60)

Speaking: Uses language to imagine and recreate roles and experiences in play situations. (40-60)

Reading: Reads words and simple sentences. Enjoys a range of books including stories/ information (40-60)

Writing: Writes sentences in meaningful contexts eg writing about baby animals and how plants grow.

**Physical Development**

Moving and handling: Handles equipment and tools effectively. Forms recognisable letters/numbers with good formation (40-60).

Health and self care: Manages their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Shows some understanding of good practices with regard to exercise, eating, sleeping and hygiene to stay healthy. (40-60).

**Expressive Arts and Design**

Exploring using media and materials: Explores what happens when they mix colours to produce different shades. Experiments to create different textures eg adds glitter to paint.

Being imaginative: Uses movement to respond to feelings, ideas/ experiences eg moves like certain animals, puts movement to music such as pretending to be a seed growing and a plant blowing in the wind (40-60).

**Understanding The World**

People and communities: Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

The world: Can talk about some of the things they have observed such as animals, habitats and growth (plant seeds). Shows care and concern for living things and the environment. Looks closely at similarities, differences and patterns ( link with Maths – measures).

Technology: Children recognise that a range of technology is used in places such as homes and schools.

Information books about plants and animals and stories on theme eg ‘The Tiny Seed’ by Eric Carle, ‘Monkey Puzzle’ by Julia Donaldson and ‘The Crunching, Munching Caterpillar’ by Sheridan Cain .

Card, range of writing equipment.

Measuring equipment.

Puppets and masks to support role play.

Large and small construction materials – Mobilo, Duplo, Lego, Sticklebrix, wooden blocks, crates, fabrics.

Cardboard, paper, plastic for model making.

Research plants and baby animals online.

Stories and information books related to New Life topic. Free book choices and Oxford Reading Tree books to share with parents/carers at home.

Writing for a purpose eg writing about the stories we have read, making an information sheet about animals.

Measuring the plants we grow. Finding total of two groups. Develops understanding of time.

Props in role play area indoors related to ‘Jack and the Flumflum’ story.

Construction materials for children to make models of animals and plants.

Junk materials to make flowers.

Use of Interactive whiteboard and iPads to support Literacy, Mathematics and topic work.

**Areas of indoor / outdoor provision**

Reading areas in and outdoors

Writing areas in and outdoors

Maths in and outdoors

Role play in and outdoors

Construction in and outdoors

Creative - art and workshop

Technology

**Areas of learning**

Reading

Writing/Physical Development

Numbers

Shape, space and Measures

Understanding The World

Expressive Arts and Design/Communication and Language

**Focused Activities**

Uses phonic skills to read words and simple sentences. Continue Jolly Phonics – linking letters to sounds, using songs and actions to support learning. Shows interest in a range of story and information books.

Gives meaning to marks they make as they draw, write and paint. Attempts to write sentences about own learning.

Writes recognisable letters, mostly correctly formed.

Finds the total number by counting all objects in two groups. Recognises numbers to 20.

Can order three objects by length or height.

Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.

Uses themes from stories in role play, using relevant vocabulary. Sings songs about plants and animals.

**Resource implications**

 Jolly Phonics CD and baskets containing letter sound cards, word cards using sounds taught. Non-fiction books and stories about plants and animals.

Whiteboards/markers, paints, pencils/pens, paper/card. Scissors, cutting activities.

Magnetic numbers, counting worksheets.

Measuring equipment.

Information books, story books and internet information about plant growth and baby animals.

Role play and small world models to support imaginative play and language development.