

medium term Plans

SPRING Term 1

Reception 2024

Dreams and Goals / Jobs in the Community

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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 |
| Children show they understand how to wash hands after going to the toilet unprompted .  Children show that they can take part in tidy up times with care and consideration for where things belong aided by photographic prompts.  Children show much more consideration towards others by volunteering help such as sharing something someone wants or offering to play with them or help them when they have been hurt.  Children show they are beginning to understand that making a mistake is okay across their independent project work and can challenge their skills.  In whole class discussion they build more confidence in volunteering information even if they are unsure. This is carefully facilitated and modelled by staff.  I’m using supportive phrases during the day to help my peers.  I know some everyday jobs in my area and understand why they are important . I can act out those roles showing this understanding . I may decide I would like to do that as a job / what is my dream job ? ( this can only be evoked if children are aware of different kinds of jobs so contact with parents to do a speech or presentation or a visit to or from people who help us needs to be detailed)  Children understand where there are areas for rest when self-regulating and know who to go to for help. | | I can explore more confidently One Less up to 10  I know the number zero.  I can say ways of Composing items to 5  Composition of 5 Equal and unequal groups  Composition of numbers How many altogether?  Composition of numbers – 3 groups How many are hiding? (animals) How many are hiding (cubes)  I can use language when describing a Balance scales /Full and empty  I am beginning to understand Measuring capacity.  I am beginning to understand Measuring ingredients.  Representing 6  I can Make 7 and 8 in different ways.  Matching 6,7,8. Items to a number  One more and one less to 10  Making pairs to 12  I can Combine 2 groups.  I can Add more to a group then say how much it is.  Comparing height Comparing length Days of the week Measuring height Measuring time using appropriate mathematical language. |
| Communication and Language Development | | Understanding the World |
| Children demonstrate that they can take turns in conversations when involved in whole class or small group teaching as they volunteer ideas. Children are showing they can listen to and respond to each other without adult guidance. Such as having a speaking and telling chair and children can ask them questions that the chair sitter chooses who.  Children are encouraged to develop questioning skills to think about then use when public service people come to school. ( who what where why).  Children respond to new vocabulary on the above during small world in doors and role play opportunities outdoors and as staff work alongside to develop this play.  Children show they understand the sounds which mean stop and those that mean good listening more readily as the term progresses so the teaching staff gain their attention.  Children show they are confident to speak to each other when introduced to a provocation or virtual display to stimulate key concepts or vocabulary such as people who help us, pshe subjects and small world play. Children can make different voices for different characters in their play, taking it in turns to ply out a story with each other. | | Children can recite the months of the year and can tell people what season their birthday is in such as a birthday card display.  Children can use French to recognise colours and sing in French to songs about colours.  Children use skills to look after birds during the winter months, they also take notice of their behaviour naming some of the birds they can see in their gardens . Children use their data handling skills from previous terms and with some support from parents to record their observations of bird life or weather.  Children aspire to popular public jobs by using skills to interview them about their roles. Children understand through role play how their jobs are important. ( police, nurses, doctors, supermarket workers, fire brigade, rspca, pdsa, vets). Stories such as “ Iggy Peck Architect” are used to explain roles that can create things. “Rosie Revere Engineer” Used to allow children to express how both girls and boys ca be scientists. Children are able to be engineers and architects within the in and outdoors so they can show what skills are needed in these jobs.  Children take part in different ways to help save our planet such as recycling projects ,  Children use robots effectively to manoeuvre in different directions. They have an increasing ability to control / coordinate a remote car or truck.  Using philosophy to question and pose ideas about the difference between reality and imagination.  I can join materials together to make a rocket or moon buggy and test it. **( The way Back Home by Oliver Jeffers)**  Gravity: I know that some objects bounce in different ways.  Children use enquiry skills to think about the differences between past and present using historical sources.  I can talk about where the sun and moon go in the day, I can name some planets. |
| Physical Development | | Expressive Arts and Design |
| Children will have much more control over their bodies and will be able to stretch and balance not only outdoors with construction equipment or climbing frame focus but during P.E they can show an increasing care when balancing a bean bag, quoit or controlling a ball.  Children show much greater awareness of space when running during their play outdoors or manoeuvring in different smaller spaces like the hall and classroom.  Children are beginning to change direction either independently or on command .  Outdoors children now know how to carry longer pipes or poles safely and need increasingly less adult support or guidance.  Children can use gross motor movements to make patterns in the air with ribbons and scarves. | | Children use a combination of media to create different effects such has the watery paint and wax to make messages or patterns.  Children can use techniques to successfully trace a picture or pattern or they can use their skills to make some of their own / Link to Ozbots by children tracing patterns then allowing ozbot to follow the code.  Children use musical instruments to make pulses in music outdoors with a range of everyday objects that have been recycled.  Know that scrap materials can be used for artwork. / Junk rescue and collage.  Children can copy a series of musical patterns by clapping phrases which they may then go on to apply in the recycled band instruments outlined above.  Children demonstrate key vocabulary and knowledge about the people who come in to explain about their job roles. This will be facilitated by adults and they may then go on to apply this in the classroom. |
| Literacy Development | | Vocabulary |
| Children can read 1: 7 phonic green words and tricky words .  Children can write a simple sentence using phonic fingers with ‘hold a sentence technique .  Children can remember a story using a story map and recite it using the visual images on the map.  Children tell stories in their small world play with an increasing awareness of beginnings, middles and endings.  Children can join in stories by taking parts to perform to each other.  Children can form most letters accurately during focused handwriting work.  Children show they know where to go for help if they need a letter sound or tricky word clue in their writing.  Children recognise set 2 digraphs in words when shown on green phonic cards.  Children recognise most phase 4 tricky words in games and activities.  Writing focus : how would you make friends with an Alien ? Children use their skills to write invitations to an Alien , Cards, postcards about our planet, menus for a tea party, labels on a series of pictures so they can tell them what different technical utilises do ? microwave, alexia etc.  Instructions on how to build a rocket.  Thank you letters post New Year to send home.  Non fiction writing about guest speakers visits. | | Pence, digit, number line, more, less, altogether, long. Short, longer, shorter, beat, rhythm, recycle, Beebot, direction, job, role, digraph, phoneme, blend, tricky word, finger space, capital letter, kung phoo stop |
| What words or phrases do we want the children to have experience of or use by the end of this half term? | | |
| First , next, after that finally.  Planet-universe-solar system-galaxy-controls-space- aliens-extraterrestrial .  Respect-responsibility-honesty  Goals-ambition-aspiration-dreams-  Invitation-gala-menu-antenna-  Stethoscope-radiographer- | Well done you won that time.  Can I help you with that ?  Would you like to be my partner ?  I don’t like that thank you .  Good morning how are you ?  Why do you like your job ? | |

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| **Visitors, visits and special experiences and family involvement** | Books and poetry | |
| Mr Heason/ Dentist  Fire brigade  Police  Nurses and doctors.  Sainsbury’s supermarket  RSPCA / B  Metro Drivers  Museum guest speaker / link to time lines growing and the midwife visit to think about how we grow and what a baby may need. | Mog at the vets  Who helps us in the street?  Emergency vehicles  Firefighters  Vicky and the vet  Mrs Vole the vet  We work at the vets | Doctor  Ouch  I love my teacher  Sarah and duck visit the doctor  The shopping basket  Delivery man Stan.  Whatever next Gill Murphy  Astro Girl by Ken Wilson-Max  How to catch a star by Oliver Jeffers  Look Up! By Nathan Bryon  Owl Babies by Martin Waddell |