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| C:\Users\sttaylorc\Desktop\OVD_logo_new.jpgOverdale Community Primary School | Medium Term Planning ReceptionSpring Term 2 – Miss Senior, Mrs Harvey, Mrs Harris & Mrs O’Malley**People who help us**  |
| **Vocabularly** **Topic *– People who help us* -** mechanic, caretaker, librarian, vet, taxi driver, dentist, job, care, fix, visit, deliver, brave.**Story book (Pie Corbett reading spine):** Six Dinner Sid - Slip out, lamb, neighbour, alone, job, behave, future, unlike, suspicious, owner, damp, vet / Shhh - Enter, pet, whisper, disturb, enormous, dare,**T4W: Fiction –** Rosie’s Hat **Non-Fiction** Information text about people who help us**Word Aware Concept Words:** light (not heavy), longer, taller, rough, half / People who help us ‘Goldilocks words’ |
| **Subject:** | **Week 1**24.2.25 | **Week 2****3.3.25** | **Week 3****10.3.25** | **Week 4**17.3.25 | **Week 5**24.3.25 | **Week 6****31.3.25** |  |  |
| **Communication and Language** Listening, Attention and Understanding | Embedding routines and instructionsCircle time games with focus on listening and attention Enjoying listening to longer stories - remembering what happens and ask relevant questions during whole class and small group interactions Learning songs and rhymes  |
| **Communication and Language** Speaking | Participate in discussions – offer their own ideas and begin to use recently introduced vocabulary (see above)**Concept Cat** focus vocabulary**Word Aware** topical vocabulary**T4W** Storytelling language vocabulary, imitating, innovating and invention**Poetry Basket** – Hungry birdies (Poetry basket) / Spots and stripes - Jane Newberry **Helicopter stories**Ongoing at individual level through continuous provision |
| **Physical Development**Gross Motor Skills | Gymnastics: rocking and rolling *– I can rock on different body parts* | Gymnastics: rocking and rolling – *I can travel from a rock into a roll* | Gymnastics: rocking and rolling *– I can roll sideways and forwards with control* | Gymnastics: rocking and rolling – *I can perform varieties of pencil rolls*  | Gymnastics: rocking and rolling – *I can demonstrate 3 ways of rolling with control* | Gymnastics: |  |  |
| **Physical Development**Fine Motor Skills | Dough disco Funky fingerScissor skills Pen disco Name writing/phonic letter formation  |
| **Personal, Social and Emotional Development**Self-Regulation | **Focus:** Respect- caring about others feelings and well-being and our own | Self-regulation: Listening to and following instructions – *Simon says* | Self-regulation: Listening to and following instructions – *listening to a story* | Self-regulation: Listening to and following instructions – *pass the whisper* | Self-regulation: Listening to and following instructions – *obstacle races* | Self-regulation: Listening to and following instructions – *blindfold walk* | Self-regulation: Listening to and following instructions- Treasure hunt |
| **Personal, Social and Emotional Development**Managing Self | Toileting, managing hygiene and personal needsFocus on developing confidence to try new thingsHealthy habits: having a balanced diet, healthy teeth, looking after our bodies – trying healthy foods.  |
| **Personal, Social and Emotional Development**Building Relationships | Learning to play cooperativelyDeveloping friendshipsAll objectives ongoing at individual level through continuous provision |
| **Literacy**Comprehension | **Share a variety of Pie Corbett’s Reading Spine books –** Farmer Duck / Handa’s Surprise**T4W:** Fiction – Rosie’s Hat / Non-Fiction – Information text about people who hel us**Poetry Basket** – Hungry birdies (Poetry basket) / Spots and stripes - Jane Newberry Listening to stories – discussing and answering questions1 to 1 readers and guided reading sessions |
| **Literacy**Word Reading | **PHONICS – Phase 3**review Phase 3: ai ee igh oa oo ar or ur oo ow oi earSimple CVC/CVCC words words1 to 1 readersGuided reading | **PHONICS – Phase 3**review Phase 3: er air words with double letters longer wordsSimple CVC/CVCC words words1 to 1 readersGuided reading  | **PHONICS – Phase 3**words with two or more digraphsSimple CVC/CVCC words words1 to 1 readersGuided reading | **PHONICS – Phase 3**longer words words ending in –ing compound wordsSimple CVC/CVCC words words1 to 1 readersGuided reading  | **PHONICS – Phase 3**longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ Simple CVC/CVCC words words1 to 1 readersGuided reading | **Assessment**Phonics Games & consolidation |  |
| **Literacy**Writing*Text structure:* names/labels/ captions/lists/diagrams/messages/factual writing closely linked to a story/instructions*Simple connectives:* and, who, until, but*Prepositions:* up, down, into, to, in *Adjectives* e.g. old, little, big, small, quiet*Similes* – using ‘like’**Sim** | Name writingLetter formationCVC/CVCC wordsWriting focus – Describing the hat found in the classroom | Name writingLetter formationCVC/CVCC wordsWriting focus – Pancake day write-list of ingredients-sentences about Scarborough traditions | Name writingLetter formationCVC/CVCC wordsWriting focus – career writing ‘When I grow up…’ – using simile ‘like’ | Name writingLetter formationCVC/CVCC wordsWriting focus – people who help us- what do they do/ how do they help? | Name writingLetter formationCVC/CVCC wordsWriting focus – children to choose a profession and write a fact file about that role  | Name writingLetter formationCVC/CVCC wordsWriting focus – hot write.  |  |
| **Mathematics**Number | *Mastering Number*Explore how numbers can be composed of 1s and, from this, begin to investigate the composition of 3 and 4.  | **Building 9 and 10**Introduce 9 and 10Find 9 and 10Compare numbers to 10Represent 9 and 10Conceptual subitising to 10 *Mastering Number*Using ‘perceptual’ subitising to look closely at small quantities and observe whether the quantity has changed or only the arrangement. | **Building 9 and 10**1 more1 lessComposition to 10Bonds to 10 (2 parts)Arrangements of 10*Mastering Number*Use the language of comparison to describe sets of objects that they can see. |  **Building 9 and 10**Bonds to 10 (3 parts)Find a double to 10Make a double to 10Explore odds and evens *Mastering Number*Underline the purpose of counting, that the last number in the count tells us ‘how many’ things there are altogether in a set of objects | *Mastering Number*The comparison of quantitiescompare the number of objects in 2 sets by matching them 1:1. Seeing that objects in some sets can be matched without any being left over |   |  |  |  |
| **Mathematics**Numerical patterns |  **Length, height and time**Talk about timeOrder and sequence time  |  |  |  |  **Explore 3D shapes**Recognise and name 2D shapesRecognise and name 3D shapesFind 2D shapes within 3D shapes3D shapes for tasks3D shapes in the environment | **Explore 3d Shapes & any other consolidation.**  |  |  |
| **Maths Vocabulary** | Long, short, length, longest, shortest, longer than, shorter than, tall, taller, tallest, compare, same, different, days of the week, yesterday, today, tomorrow, first, then, after. | count, number, numeral, nine, 9, ten, 10, sort, group, order, first, last, altogether, how many? order, backwards, less, greater, fewer, add, subtract | count, number, numeral, nine, 9 , ten, 10, sort, group, order, first, last, altogether, how many? order, backwards, one less, more, less, greater, fewer | count, number, numeral, nine, 9 , ten, 10, sort, group, order, first, last, altogether, how many? order, backwards, one less, more, less, greater, fewer, odd, even | 2D shapes, 3D Shapes, solid, flat, curved, edge, surface, cube, cuboid, cone, sphere, cylinder, triangular prism, face, circle, rectangle, triangle, pattern, repeating, square, before, after, follow, next, start, finish, between, copy repeat |  |  |  |
| **Understanding of the world**The Natural World | **History, Geography, Science** | Winter weather, observe the changing environment and signs of Spring.  | Spring equinox – what is this? What will be notice? New growth, buds, blossom, flowers etc. Search for nesting birds, wildlife. New life. Lambing.  |  |  |  |
| **Understanding of the world**Past and Present |   | Pancake Day (skipping)-Scarborough traditon | Talk about what is the same and what is different between job roles.What would life have been like in the past for hospital workers, postmen etc. (focus on nurses?) |   | Introduce Easter story(Palm Sunday, Passover, Maudy Thursday, Good Friday, Holy Saturday, Easter Sunday) | Introduce Easter SUnday |  |
| **Understanding of the world**People, Culture and Communities  | Jobs that we know, what roles do those in our families undertake?Who helps me at home? Who helps me at school?**RE link** – **Which stories are special and why?** *What is your favourite story? What do you like about it and why?* | **World Book Day** **RE link** – **Which stories are special and why?** *Do you know any bible stories?* | Who helps us in our local area? Who helps to keep me safe and healthy?What do you want to do when you’re older?**RE link** – **Which stories are special and why?** *What stories are special to Christians?* | **British science week** Healthy food tasting – who helps us to have food? Where does food come from?**RE link** – **Which stories are special and why?** *What stories do you know that are special to Muslims? What is their holy book?* | **World Water Day** – link to teeth brushing**RE link** – **Which stories are special and why?** *What are the similarities and differences between different people’s special stories?* |  |  |  |
| **RE vocabulary** | **Focus**: Believing   **Skills**: Discovering **Key Vocabulary:** Bible, Qur’an, God, Jesus, Muhammad, feelings, promises, good, storm, scared, worried, brave |  |
| **Expressive Arts and Design**Creating with materials | **Art, Music, D&T** | Mondrian art – using rulers, link to length in maths | Paint brush focus – professional roles. Community display/map- doctors, supermarkets, library, my house etc.  | Junk Model- vehicle of people that help us- ambulance, fire engine. Police car etc.  | Mothers Day cards  |  Easter crafts | Easter cards |  |  |
| **Expressive Arts and Design**Being Imaginative and Expressive | **T4W: Fiction imitating** **Music –** Music and movement: *action songs* | **T4W: Fiction innovating & helicopter stories** **Music –** Music and movement*: finding the beat* | **T4W: Fiction Invention** **Music –** Music and movement: *exploring tempo* | **T4W: Non-Fiction imitating** **Music –** Music and movement: *exploring tempo and pitch through dance* | **T4W: Non-Fiction innovating & invention****Music –** Music and movement: *music and movement performance*  |  |  |  |
| **Outdoor area** |  |  |  |  |  |  |  |
| **Enrichment**  |  |  |  |  |  |  |  |  |

**All Areas of curriculum subject to change due to planning in the moment and going with the children’s interests**