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| C:\Users\sttaylorc\Desktop\OVD_logo_new.jpg  Overdale Community Primary School | Medium Term Planning Reception  Spring 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 instructions  Circle 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 finger  Scissor 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 needs  Focus on developing confidence to try new things  Healthy habits: having a balanced diet, healthy teeth, looking after our bodies – trying healthy foods. | | | | | | | | | | |
| **Personal, Social and Emotional Development**  Building Relationships | Learning to play cooperatively  Developing friendships  All 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 questions  1 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 ear  Simple CVC/CVCC words words  1 to 1 readers  Guided reading | **PHONICS – Phase 3**  review Phase 3: er air words with double letters longer words  Simple CVC/CVCC words words  1 to 1 readers  Guided reading | | | **PHONICS – Phase 3**  words with two or more digraphs  Simple CVC/CVCC words words  1 to 1 readers  Guided reading | | **PHONICS – Phase 3**  longer words words ending in –ing compound words  Simple CVC/CVCC words words  1 to 1 readers  Guided 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 words  1 to 1 readers  Guided 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 writing  Letter formation  CVC/CVCC words  Writing focus – Describing the hat found in the classroom | Name writing  Letter formation  CVC/CVCC words  Writing focus –  Pancake day write  -list of ingredients  -sentences about Scarborough traditions | | | Name writing  Letter formation  CVC/CVCC words  Writing focus – career writing ‘When I grow up…’ – using simile ‘like’ | | Name writing  Letter formation  CVC/CVCC words  Writing focus – people who help us- what do they do/ how do they help? | Name writing  Letter formation  CVC/CVCC words  Writing focus – children to choose a profession and write a fact file about that role | Name writing  Letter formation  CVC/CVCC words  Writing 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 10  Find 9 and 10  Compare numbers to 10  Represent 9 and 10  Conceptual 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 more  1 less  Composition to 10  Bonds 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 10  Make a double to 10  Explore 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 quantities  compare 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 time  Order and sequence time |  | | |  | |  | **Explore 3D shapes**  Recognise and name 2D shapes  Recognise and name 3D shapes  Find 2D shapes within 3D shapes  3D shapes for tasks  3D 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**