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| C:\Users\sttaylorc\Desktop\OVD_logo_new.jpgOverdale Community Primary School | Medium Term Planning ReceptionSpring Term 1 – Miss Senior, Mrs Harvey, Mrs Harris & Mrs O’Mally**Space**  |
| **Vocabularly** **Topic – *Space -*** Astronaut, planet, Earth, explore, discover, travel, dark, bumpy, far**Story book (Pie Corbett reading spine):** **‘Goodnight moon’** – Whisper, jump, comb, mush, hush / **‘Whatever Next’** – chimney, flew, roared, above, dripped, state, gasped, visit**T4W: Fiction – ‘Mouses adventure’ –** city, fluffy, duvet, warm, strong **/ Non-Fiction –** Instructions for getting the mouse home using preposition language**Word Aware Concept Words:** next, narrow, shiny, early, wide. |
| **Subject:** | **Week 1**6.1.24 | **Week 2**13.1.24 | **Week 3**20.1.24 | **Week 4**27.1.24 | **Week 5**3.2.24 | **Week 6**10.2.24 |  |  |
| **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** – Here it comes - Matt Goodfellow / Music - Michael Rosen **Helicopter stories**Ongoing at individual level through continuous provision |
| **Physical Development**Gross Motor Skills | Target games: *I can throw a ball underarm* | Target games: *I can throw underarm accurately*  | Target games: *I can strike a ball with my foot* | Target games: *I can kick a ball with both feet*  | Target games: *I can roll a ball*  |  |  |  |
| **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:** resilience – trying our best | Learning to play cooperativelyDeveloping friendshipsAll objectives ongoing at individual level through continuous provision |
| **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. |
| **Personal, Social and Emotional Development**Building Relationships | Managing self: taking on challenges – *why do we have rules?* | Managing self: taking on challenges – *building towers* | Managing self: taking on challenges – *team den building* | Managing self: taking on challenges – *grounding* | Managing self: taking on challenges – *team races* | Managing self: taking on challenges- *Circus skills* |  |
| **Literacy**Comprehension | **Share a variety of Pie Corbett’s Reading Spine books –** Goodnight Moon / Whatever Next**T4W:** Fiction –Gunny Wolf / Non-Fiction – Instructions for getting the mouse home using prepositional language**Poetry Basket** – Here it comes / Music Listening to stories – discussing and answering questions1 to 1 readers and guided reading sessions |
| **Literacy**Word Reading | **PHONICS – Phase 3****ai ee igh oa**Simple CVC/CVCC words words1 to 1 readersGuided reading | **PHONICS – Phase 3****oo** oo **ar or**Simple CVC/CVCC words words1 to 1 readersGuided reading  | **PHONICS – Phase 3****3r ow oi ear**Simple CVC/CVCC words words1 to 1 readersGuided reading | **PHONICS – Phase 3****air er****Words with double letters**Simple CVC/CVCC words words1 to 1 readersGuided reading  | **PHONICS – Phase 3****Longer words****Assessment** Simple CVC/CVCC words words1 to 1 readersGuided reading | **Phonics- Assessments & games.** |  |
| **Literacy**WritingText structure: names/labels/ captions/lists/diagrams/messagesSimple connectives: and, who, until, butPrepositions: up, down, into, to, in Adjectives e.g. old, little, big, small, quiet | Name writingLetter formationCVC/CVCC wordsWriting focus – New years resolutions | Name writingLetter formationCVC/CVCC wordsWriting focus – Message/post card from an astronaut in space. | Name writingLetter formationCVC/CVCC wordsWriting focus – Writing list of objects from whatever next; box, hat, boots etc.  | Name writingLetter formationCVC/CVCC wordsWriting focus –Writing a sentence to describe what happens at Chinese new year.  | Name writingLetter formationCVC/CVCC wordsWriting focus –Design and label a rocket |  Name writingLetter formationCVC/CVCC wordsWriting focus –Instruction writing- how to trap a wolf.  |  |
| **Mathematics**Number |  **Alive in 5**Introduce 0Find 0 to 5Subitise 0 to 5 Represent 0 to 5  | **Alive in 5** 1 more1 lessCompositionConceptual subitising to 5 |  |  **Growing 6, 7 and 8**Introduce 6, 7 and 8Find and represent 6, 7 and 81 more and 1 less | **Growing 6, 7 and 8**Composition of 6, 7 and 8Make pairs – odds and evensDouble to 8Combine to groups Conceptual subitising  | Length  |  |  |  |
| **Mathematics**Numerical patterns |   |  | **Mass and Capacity** Compare massFind a balanceExplore capacityCompare capacity |  |   |  |  |  |
| **Maths Vocabulary** | None, empty, recognise, subitise, match, represent.  | One more, add, how many, one less, less, subtract.  | Compare, mass, heavier, lower, predict, lighter higher, balance, capacity, fill, fuller, most, more, greatest, least.  | Represent, numeral, quantity, match, set, full, more, less.  | Partition, composition, pairs, odd, even, double, combine.  |  |  |  |
| **Understanding of the world**The Natural World | **History, Geography, Science** | Moon phases – ongoing Hook into space – aliens discovered, how are we going to help them get back?Which planet do we live on? Which other planets are out there? What is life like on other planets? | Conversations about winter,  |  Where do materials come from? Naming materials. Are they natural/man-made.  |  |  |  |  |
| **Understanding of the world**Past and Present |  | Important individuals that have travelled to space, what is the role/occupation of an astronaut? how to keep safe in space –  | Comparison of old and new space ships – materials, link to textures.  |  Chinese New Year, celebrations – zodiac. |  |  |  |
| **Understanding of the world**People, Culture and Communities  | New Year – resolutions, reflecting on Christmas **RE link** – which people are special and why? *Who is special to you and why?*  | Important individuals that have travelled to space, what is the role/occupation of an astronaut? **RE link** – which people are special and why?*Why are some people special?* | **RE link** – which people are special and why?*What story do Sikhs tell about a special person?* | Chinese New Year – how do communities celebrate?**RE link** – which people are special and why?*What is a good friend like? How did Jesus make special friends?* | **RE link** – which people are special and why?*What can Christians learn from actions in a story?* |  |  |  |
| **RE vocabulary** | **Focus:** Believing **Skills:** Discoveringfamily, friends, Guru Nanak (Sikhism) snake cobra, poisonous, Jesus, loaves, fishes, miracle, Zacchaeus |  |
| **Expressive Arts and Design**Creating with materials | **Art, Music, D&T** | Model using resources for a purpose in the workshop. |  Model using resources for a purpose in the workshop. | Exploring/properties of materials. What resources might we need to source to make a spaceship? Introducing property vocabulary linked textures. | Sorting materials – absorbent? Waterproof? Opaque, transparent, translucent. Make a rocket – joining techniques and materials Outside - make bird feeders  | Make a rocket – joining techniques and materials Chinese lanterns, symbol writing, red envelopes.  |  |  |  |
| **Expressive Arts and Design**Being Imaginative and Expressive | **T4W: Fiction imitating** Solar system song**Music –** Transport: *Exploring different types of transport*  | **T4W: Fiction innovating & helicopter stories** **Music –** Transport: *trains* | **T4W: Fiction Invention** **Music –** Transport: *boats*  | **T4W: Non-Fiction imitating** **Music –** Transport: c*ars* | **T4W: Non-Fiction innovating & invention****Music –** Transport: *transport journey*  |  |  |  |
| **Outdoor area** | Winter stem activities Large scale fine motor – focus children (ongoing) | Transient art  | Transient art  | Bird feeders  |  |  |
| **Enrichment**  | Immersive space videos  |  |  |  | CNY – food, dancing.  |   |  |  |

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