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| C:\Users\sttaylorc\Desktop\OVD_logo_new.jpg  Overdale Community Primary School | Medium Term Planning Reception  Spring 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 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** – 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 finger  Scissor skills  Pen disco  Name writing/phonic letter formation | | | | | | | |
| **Personal, Social and Emotional Development**  Self-Regulation | **Focus:** resilience – trying our best | | Learning to play cooperatively  Developing friendships  All objectives ongoing at individual level through continuous provision | | | | | | | |
| **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. | | | | | | | |
| **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 questions  1 to 1 readers and guided reading sessions | | | | | | | |
| **Literacy**  Word Reading | | | **PHONICS – Phase 3**  **ai ee igh oa**  Simple CVC/CVCC words words  1 to 1 readers  Guided reading | **PHONICS – Phase 3**  **oo** oo **ar or**  Simple CVC/CVCC words words  1 to 1 readers  Guided reading | **PHONICS – Phase 3**  **3r ow oi ear**  Simple CVC/CVCC words words  1 to 1 readers  Guided reading | **PHONICS – Phase 3**  **air er**  **Words with double letters**  Simple CVC/CVCC words words  1 to 1 readers  Guided reading | **PHONICS – Phase 3**  **Longer words**  **Assessment**  Simple CVC/CVCC words words  1 to 1 readers  Guided reading | **Phonics- Assessments & games.** | |  |
| **Literacy**  Writing  Text structure: names/labels/ captions/lists/diagrams/messages  Simple connectives: and, who, until, but  Prepositions: up, down, into, to, in  Adjectives e.g. old, little, big, small, quiet | | | Name writing  Letter formation  CVC/CVCC words  Writing focus – New years resolutions | Name writing  Letter formation  CVC/CVCC words  Writing focus – Message/post card from an astronaut in space. | Name writing  Letter formation  CVC/CVCC words  Writing focus – Writing list of objects from whatever next; box, hat, boots etc. | Name writing  Letter formation  CVC/CVCC words  Writing focus –  Writing a sentence to describe what happens at Chinese new year. | Name writing  Letter formation  CVC/CVCC words  Writing focus –Design and label a rocket | Name writing  Letter formation  CVC/CVCC words  Writing focus –  Instruction writing- how to trap a wolf. | |  |
| **Mathematics**  Number | | | **Alive in 5**  Introduce 0  Find 0 to 5  Subitise 0 to 5  Represent 0 to 5 | **Alive in 5**  1 more  1 less  Composition  Conceptual subitising to 5 |  | **Growing 6, 7 and 8**  Introduce 6, 7 and 8  Find and represent 6, 7 and 8  1 more and 1 less | **Growing 6, 7 and 8**  Composition of 6, 7 and 8  Make pairs – odds and evens  Double to 8  Combine to groups  Conceptual subitising | Length |  |  |  |
| **Mathematics**  Numerical patterns | | |  |  | **Mass and Capacity**  Compare mass  Find a balance  Explore capacity  Compare 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:** Discovering  family, 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**