

Medium term planning – Spring 1 (What a wonderful world!)

Reception Ubley and East Harptree	Spring 1	What a wonderful world, including people who help us	
Role Play: Inside	Hospital/Dr's Surgery	Role Play: Outside	Emergency Services base

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:				Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to 'have a go' Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking: Having their own ideas; Making links; Choosing ways to do things				
Personal, Social and Emotional Development (PSED) Self-Regulation: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ELG: Managing Self: Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. ELG Building Relationships: Play with one or more other children, extending and elaborating play ideas.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	SELF REGULATION Identify and moderate own feelings socially and emotionally	SELF REGULATION Identify and moderate own feelings socially and emotionally	SELF REGULATION Talking with others to solve problems Making the right choices	SELF REGULATION Talking with others to solve problems Making the right choices	SELF REGULATION Zones of Regulation – Blue. How do we feel when we are tired?	SELF REGULATION Resolving conflict – model ways to calm down.	SELF REGULATION Resolving conflict – How can we learn how to take turns with our friends?	
	MANAGING SELF Seeing themselves as valuable individuals and setting a goal for the rest of the year (new years resolution) Explain what a new years resolution is and remind about goals we talked about last term – what do we want to get better at this year? Complete in stars!	MANAGING SELF Work on confidence and independence. Can they do some challenges by themselves without support from others or an adult	MANAGING SELF We can understand oral hygiene and why it is important. Visit from a dentist explaining all about our teeth and why it is important.	MANAGING SELF We can understand what is a good quality to have in a friend or ourselves	MANAGING SELF We can understand what is a good quality to have in a friend or ourselves	MANAGING SELF Work on confidence and independence. Do they need an adult or is there another way they could approach things when stuck? Model to the children how they could talk to a friend for help.	MANAGING SELF Work on confidence and independence. Do they need an adult or is there another way they could approach things when stuck? Model to the children how they could talk to a friend for help, could they put their hand up and ask an adult to explain again and have another go.	

Communication and Language (CL) Listening, Attention and Understanding: Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Speaking: Develop social phrases. “Good morning, how are you?” Learn new vocabulary and use it throughout the day in different contexts.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding	Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding	Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding	Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding	Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding	Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding	Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding	
	Speaking Discussing key events in a story and making a prediction about what happens next	Speaking Discussing key events in a story and making a prediction about what happens next	Speaking Discussing key events in a story and making a prediction about what happens next.	Speaking Discussing key events in a story and making a prediction about what happens next	Speaking Discussing key events in a story and making a prediction about what happens next	Speaking Discussing key events in a story and making a prediction about what happens next	Speaking Discussing key events in a story and making a prediction about what happens next	
Literacy Word reading Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing. Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Writing Write some or all of their name. Write some letters accurately.	Texts: ‘Halibut Jackson’ and ‘Izzy Gizmo’ (surrounding texts Ruby’s Chinese new year, Owl Babies, Handa’s surprise, Giraffes cant dance, The koala who could, The squirrels that squabbled)							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Word Reading: Phonics: Review phase 2 and phase 3 sounds learnt	Word Reading: Phonics: ULS Phase 3 mastery	Word Reading: Phonics: ULS Phase 3 mastery	Word Reading: Phonics: ULS Phase 3 mastery	Word Reading: Phonics: ULS Phase 3 mastery	Word Reading: Phonics: ULS Phase 3 mastery	Word Reading: Phonics: ULS Phase 3 mastery	
	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books. Daily story time with snack Using and revising wordy warm up The Goat, the stoat and the boat	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books. Daily story time with snack Using and revising wordy warm up The Goat, the stoat and the boat	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books. Daily story time with snack Using and revising wordy warm up The Goat, the stoat and the boat	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books. Daily story time with snack Using and revising wordy warm up You can’t call an elephant in an emergency	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books. Daily story time with snack Using and revising wordy warm up You can’t call an elephant in an emergency	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books. Daily story time with snack Using and revising wordy warm up You can’t call an elephant in an emergency	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books. Daily story time with snack Using and revising wordy warm up Focus on non fiction texts about people who help us	
	Writing Daily writing linked to:	Writing Daily writing linked to:	Writing Daily writing linked to:	Writing Daily writing linked to:	Writing Daily writing linked to:	Writing Daily writing linked to:	Writing Daily writing linked to:	

	The Goat, the stoat and the boat Daily name writing until name is secured. Daily Mark making until pencil control is strong	The Goat, the stoat and the boat Daily name writing until name is secured. Daily Mark making until pencil control is strong	The Goat, the stoat and the boat Daily name writing until name is secured. Daily Mark making until pencil control is strong	You can't call an elephant in an emergency Daily name writing until name is secured. Daily Mark making until pencil control is strong	You can't call an elephant in an emergency Daily name writing until name is secured. Daily Mark making until pencil control is strong	You can't call an elephant in an emergency Daily name writing until name is secured. Daily Mark making until pencil control is strong	Non fiction texts about people who help us	
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Mathematics Number Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, e.g., showing correct number of objects to match numeral 5. Numerical Patterns Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about	Programmes using to support Maths: Number sense and White Rose Maths							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Numbers Use white rose maths and Numbersense Alive in Five! Introducing Zero Comparing numbers to 5 Composition of 4 and 5 Understand that zero is one less than 1 Understand that zero means 'nothing there' or 'all gone'. Represent zero using 0. Count back from 5 to zero.	Numbers Use white rose maths and Numbersense Alive in Five! Comparing numbers to 5 Composition of 4 and 5 Compare groups to 5 by counting, lining objects up and comparing their position in the counting order. Compare two sets of identical and nonidentical objects	Numbers Use white rose maths and Numbersense Alive in Five! Comparing numbers to 5 Composition of 4 and 5	Numbers Use white rose maths and Numbersense Growing 6, 7, 8! Making pairs Combining 2 groups. 6, 7 and 8 Apply counting principles to count forwards and backwards to eight Represent 6, 7 and 8 in different ways and order them Count out the required number from a larger group Arrange 6, 7 and 8 into smaller groups to support subitising Begin to subitise numbers to 8 using a ten frame to support Order and compare representations noticing the one more/less patterns Relate learning of one more and one less to numbers to 8 Find numbers on a clock	Numbers Use white rose maths and Numbersense Growing 6, 7, 8! Making pairs Combining 2 groups. Combine two groups to find how many there are altogether Combine two groups in many contexts using real objects Subitise where possible to begin to move on from counting each individual object Use part-whole model to show how two groups are combined.	Numbers Use white rose maths and Numbersense Growing 6, 7, 8! Making pairs Combining 2 groups. Length and Height Use language to describe length and height Compare length and height of different objects Use specific mathematical vocabulary relating to length, height and breadth Describe length and height making indirect comparisons using identical objects (e.g. The table is 4 blocks long)	Numbers Use white rose maths and Numbersense Revision of everything learn within term.	

and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.	Numerical patterns Link numerals and amounts up to 5. Show the correct number of objects to match a numeral.	Numerical patterns Understand positional language such as ‘the bag is under the table’.	Numerical patterns Discuss routes and locations using words such as ‘in front of’ and ‘behind’	Numerical patterns Describe a sequence of events using words such as first, then, next.	Numerical patterns Compare numbers using vocabulary such as ‘more than’, ‘less than’.	Numerical patterns Recognise and describe patterns in the environment.	Numerical patterns identifying and creating repeating patterns. Able to identify and continue repeated patterns.	
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Understanding the World	Programme to support People, culture and Communities: Jigsaw							
	Week 1 – People who help us	Week 2 – Doctors and Nurses	Week 3 – Doctors and Nurses	Week 4 – Police Officers	Week 5 – Fire Fighters	Week 6 – Other helpful jobs including construction	Week 7 – Other helpful jobs including construction	Next Steps

<p>Past and Present Begin to make sense of their own life story and family’s history.</p> <p>People, Culture and Communities. Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Past and Present, People, culture and communities</p> <p>What do we mean by people who help us?</p> <p>Children to brain storm people in our communities that help us and how they help us</p> <p>Find our what the children know in anticipation for what we will be covering moving forward.</p>	<p>Past and Present, people, culture and communities</p> <p>We can understand what a Doctor and Nurse do now to help us</p> <p>Share information on want current doctors and nurses do, what do they do to help us? Teach children some basic first aid. Let them role play with each other and be the doctor or nurse to fix them.</p> <p>Compare hospitals from now and in the past.</p> <p>Try to arrange a visit from a doctor</p>	<p>Past and Present People, Culture and Communities</p> <p>We can recognise who Florence Nightingale is and why she is important</p> <p>Share the story of her life – why was she important? Children to create their own lamps.</p> <p>Challenge gender assumptions about nurses and doctors.</p> <p>Has anyone ever had to visit a nurse or a dr? what did they dø?</p> <p>Try to arrange a visit from a nurse</p>	<p>Past and Present, people, culture and communities</p> <p>We can talk about the lives of people around them and their roles in society.</p> <p>Police Officer – challenge stereotypical/gender assumptions.</p> <p>What is their job? What do they do? Have you ever had to have help from a police officer.</p> <p>Share role of a police officer and how they help us.</p> <p>Look at pictures of police officers from the past and compare to now.</p> <p>Try to arrange a visit from a police officer</p>	<p>Past and Present, people, culture and communities</p> <p>We can talk about the lives of people around them and their roles in society.</p> <p>Fire fighter – challenge stereotypical/gender assumptions.</p> <p>What is their job? What do they do? Have you ever had to have help from a fire fighter?</p> <p>Share role of a firefighter and how they help us.</p> <p>Look at pictures of firefighters from the past and compare to now.</p> <p>Try to arrange a visit from a firefighter</p>	<p>Past and Present, people, culture and communities</p> <p>We can talk about the lives of people around them and their roles in society.</p> <p>Other helpful jobs – challenge stereotypical/gender assumptions.</p> <p>What is their job? What do they do? Have you ever had to have help from a other helpful jobs?</p> <p>Share role of a other helpful jobs and how they support us</p> <p>Look at pictures of other people that help us, what do you notice?</p> <p>Try to arrange a visit from other helpful people.</p>	<p>Past and Present</p> <p>Review of learning</p> <p>Children to share with them what they know they have learnt throughout the term about people that help us</p> <p>Write a thank you card to someone in the community, thanking them for their help.</p>	
	RE: How do people celebrate?							
	<p>The Natural World</p> <p>We can name some materials around our classroom. (Key materials are wood, plastic, cardboard, paper, fabric and metal)</p> <p>Materials hunt around the classroom Compare the objects Can we name what material they are made of?</p>	<p>The Natural World</p> <p>We can sort materials into different groups and explain why we have done this.</p> <p>Selection of different materials on a tray, how can we sort them into groups? Key Language: Heavy, light, soft, hard, strong, weak.</p>	<p>The Natural World</p> <p>We can identify properties of our key materials and say if they are human made or man-made.</p>	<p>The Natural World</p> <p>Review of learning</p> <p>Children to share everything they have learnt so far about the natural world.</p>				

Expressive Arts and Design	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps:
	Being imaginative and Creating with Materials	Being imaginative and Creating with Materials	Being imaginative and Creating with Materials	Being imaginative and Creating with Materials	Being imaginative and Creating with Materials	Being imaginative and Creating with Materials	Being imaginative and Creating with Materials	
	<p>Creating with Materials</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing.</p> <p>Being Imaginative and Expressive</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</p>	<p>Learn and practice different techniques for joining for example flange, tabs, tape, glue, slot, split pins</p>	<p>Learn and practice different techniques for joining for example flange, tabs, tape, glue, slot, split pins</p>	<p>Create their own lamp like Florence Nightingale</p>	<p>Read the Koala who could again – Children to use Junk modelling to create a house for the Koala to live in.</p>	<p>Children to self-select their own materials for how they would like to create/draw a fire engine – they can use paints and paper, junk modelling etc. Felt tips.</p>	<p>Children to plan and create Toilet roll craft cars</p>	<p>Children to plan and create Toilet roll craft cars</p>
	Music Focus	Music Focus	Music Focus	Music Focus	Music Focus	Music Focus	Music Focus	
	<p>Children to listen to songs and tap, clap, stamp etc to the beat of the music – explore what a beat is</p>	<p>Children to listen to songs and tap, clap, stamp etc to the beat of the music – explore what a beat is</p> <p>Introduce song of the term from 'sing up' – The animal fair</p>	<p>Explore and listen to different songs with different tempo's – what do the children notice? What does tempo mean</p> <p>Listen to song of the term from 'sing up' – The animal fair</p>	<p>Explore and listen to different songs with different tempo's – what do the children notice? What does tempo mean</p> <p>Listen to song of the term from 'sing up' – The animal fair</p>	<p>Express the beat and tempo through dance when listening to a song</p> <p>Children to try and sing the song of the term – The animal fair</p>	<p>Children to try and sing the song of the term – The animal fair'</p> <p>Children to add instruments to the song to make music</p>	<p>Children to try and sing the song of the term – The animal fair</p> <p>Children to perform song to fox class with their instruments.</p>	