

Reception Medium Term Planning Spring 1

Long Ago						
Week beginning	Week 1 - 05/01	Week 2 – 12/01	Week 3 – 19/01	Week 4 – 26/01	Week 5 – 02/02	Week 6 – 09/02
Key Dates and Events	In the Long Ago project, your child will be introduced to the wonderful world of stories and fairytales. They will listen to and learn a range of traditional tales and work creatively to solve problems for the characters they meet. Your child will learn about their own history and how they have changed from when they were babies. They will learn about their family history and heritage, find out what life was like when their grandparents were children and reflect on significant memories in their own lives. Supporting your child at home • Share a wide range of stories and retell favourite tales using repeated phrases. • Talk about favourite stories and story characters. • Look at photographs of the children as babies and at important times in their lives and discuss how they have grown and changed. • Look at family photographs so the children can see family members when they were children.					
Focus	The Elves and the Shoemaker	The Gingerbread Man	The Ugly Duckling	Little Red Riding Hood	Cinderella	Mr Wolf's Pancakes Fairytale Review and Celebration
C&L	<u>Listening, Attention and Understanding</u> • Showing an understanding of a broader vocabulary. <u>Speaking</u> • Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with. • Starts to interact with more confidence. • Starts to use more-appropriateness, structure and vocabulary.					
C&L	Rhyme Time: The Elves in the Workshop Adults support children to retell the story of The Elves and the Shoemaker in order, using sequencing language such as first, next and then. Visual prompts and story pictures are used to help children recall events and explain what happened.	Rhyme Time: Sparkyard: You Can't Catch Me! https://app.sparkyard.com/song/1844	Rhyme Time: Sparkyard: The Fairytale Tea Party https://app.sparkyard.com/song/1318 Engage: Yearly Changes Describe simply how weather changes as the seasons change. Develop 1: Memories Talk about past and present events in their own lives and those who are important to them.	Rhyme Time: Sparkyard: Oh Granny https://app.sparkyard.com/song/1832 Discuss staying safe when you're out and about. Stranger danger - How can we tell if someone is safe to talk to? Being safe outside - What can we do to stay safe when we're on a walk/ in nature/ near roads?	Rhyme Time: Sparkyard: Who Am I? https://app.sparkyard.com/song/1108 Discuss the different characters in the story, comparing what they are like and what they do. Children are encouraged to use simple comparative language and explain similarities and differences. Who is good and who is bad? Put the characters in order from good to bad – can the children give reasons for the ways they've ordered the characters? (There is no right or wrong answer!)	Rhyme Time: Sparkyard: Where Did the Pancake Go? https://app.sparkyard.com/song/1168 Learn and retell the rhyme with actions: Mix a pancake, Stir a pancake, Put it in a pan. Fry a pancake, Toss a pancake, Catch it if you can.

Reception Medium Term Planning Spring 1

C&L Continuous Provision enhancements	Children independently retell the story using small world props and sequencing cards. They practise narrating events in order and use story language during play with dolls house figures etc.	Gingerbread Man small world with characters, animals and stick puppets - Children independently retell the story using figures and maps of the chase. They use repeated phrases and change their voices for each of the characters to add interest, building confidence in speaking clearly.	Children are encouraged to talk about what was the same and what changed throughout the story of The Ugly Duckling. Adults model simple comparative language such as little/big and before/after.			Role play of making pancakes for Pancake Day, using the language learnt together and through our pancake song. Discuss different celebrations and how we celebrate at home.
PSED	<u>Self-Regulation</u> - Beginning to find ways to resolve conflicts. Cooperates increasingly with routines. <u>Managing Self</u> - Responds increasingly well to positive and negative experiences. - Manages jumper and toilet independently. - Develops confidence in new situations. Understands classroom expectations. <u>Building Relationships</u> - Initiates play, recognises some emotions better and follows instructions. - Can identify when they require support or help. - Can start to play in a group more effectively.					
PSED	Reinforcement of school expectations: what does being SAFE, RESPECTFUL and READY look like? Recognition Board: I come to the carpet straight away and am ready to learn.	Adults to continue to overtly reinforce school expectations and actively notice and praise: what does being SAFE, RESPECTFUL and READY look like? Recognition Board: I line up respectfully straight away.	Recognition Board: I am ready to help at tidy up time.	Recognition Board: I am safe and have kind hands and feet.	Recognition Board: I am ready to learn and I always try my best. Explore themes of kindness and helping others. How does it make us feel when we do something to help?	Recognition Board: I use school resources safely and respectfully.
Kapow	Kapow lessons - Managing Self: Taking on Challenges children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.					
PSED Continuous Provision enhancements	Managing Self: Taking on Challenges Lesson 1: Why do we have rules? LO: To understand why we have rules.	Managing Self: Taking on Challenges Lesson 2: Building Towers LO: To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems.	Managing Self: Taking on Challenges Lesson 3: Team Den Building LO: To work together as a group to overcome challenges and communicate effectively with others.	Managing Self: Taking on Challenges Lesson 4: Grounding LO: To learn and practice 'grounding' coping strategies.	Managing Self: Taking on Challenges Lesson 5: Team Races LO: To understand the importance of perseverance in the face of challenge.	Managing Self: Taking on Challenges Lesson 6: Circus Skills LO: To learn new skills, showing resilience and perseverance in the face of challenge.
			Feelings stones and mirrors- Children independently use mirrors and feelings stones to talk about emotions and changes. They relate these ideas to the story of The Ugly Duckling and their own experiences.			

Reception Medium Term Planning Spring 1

PD	<u>Gross Motor Skills</u> - Becoming increasingly aware of the space around them and what they can do in the space. - Refining the way they move in the space around them. <u>Fine Motor Skills</u> - Uses a wider range of equipment to make more-refined shapes and marks, models and construction. - Adds more detail to shapes and objects created as control increases.					
PD	Finger Gym: Bead threading, developing patterns to continue and complete those shown on the cards. Get Set 4 PE Introduction to PE: Unit 2 Lesson 1 Physical: run, jump, throw, catch, roll, skip, balance	Finger Gym: Using the tweezers to pick up and sort the pompoms by colour. Get Set 4 PE Introduction to PE: Unit 2 Lesson 2 Physical: run, jump, throw, catch, roll, skip, balance Discuss making healthy choices linking to the Gingerbread Man.	Finger Gym: Using the tools to roll, shape and cut the playdough. Get Set 4 PE Introduction to PE: Unit 2 Lesson 3 Physical: run, jump, throw, catch, roll, skip, balance	Finger Gym: Develop pincer grip using coloured pegs and peg boards to create images Get Set 4 PE Introduction to PE: Unit 2 Lesson 4 Physical: run, jump, throw, catch, roll, skip, balance	Finger Gym: Cutting the strips, following the straight, curved, wavy and zig-zag lines, developing fine motor skills and accuracy. Get Set 4 PE Introduction to PE: Unit 2 Lesson 5 Physical: run, jump, throw, catch, roll, skip, balance	Finger Gym: Practise forming letters correctly using paintbrushes and sticks in the sand trays. Get Set 4 PE Introduction to PE: Unit 2 Lesson 6 Physical: run, jump, throw, catch, roll, skip, balance
PD Continuous Provision enhancements		Large construction materials for building homes, ovens, bridges to cross the river etc. outside, inspired by The Gingerbread Man.	Variety of different sized beanbags and balls to continue developing control and accuracy when rolling and passing to a partner.			Using playdough tools and experiment, developing fine motor skills, making pancakes and different toppings. Practise tossing pancakes and catching them back in the pan during pancake races outside.
Literacy	<u>Comprehension</u> - Listens to a story and can give simple details about the story. - Can answer questions about the content of a book and shows an interest in reading by themselves. <u>Word Reading</u> - Fluently reads CVC words and captions. - Reads more high frequency words that have been taught. - Identifies rhymes. <u>Writing</u> - Pupils mark make consistently as part of their play and can talk about the meaning of their marks. - Sentence structure is starting to be evident. Some phonic awareness is evident. Pupils are good at oral rehearsal.					
Literacy	Phonics Little Wandle Recap Aut 2 – ch, th, ng, nk Drawing Club – The Adventure of Tales Key Text: The Elves and the Shoemaker	Phonics Little Wandle Spr 1 Week 1 – ai, ee, igh, oa Drawing Club – The Adventure of Tales Key Text: The Gingerbread Man	Phonics Little Wandle Spr 2 Week 2 – oo oo ar or Drawing Club – The Adventure of Tales Key Text: The Ugly Duckling	Phonics Little Wandle Spr 2 Week 3 – ur ow oi ear Drawing Club – The Adventure of Tales Key Text: Little Red Riding Hood	Phonics Little Wandle Spr 2 Week 4 – air er Drawing Club – The Adventure of Tales Key Text: Cinderella	Phonics Little Wandle Spr 2 Week 5 – longer words and Assessment Week Drawing Club – The Adventure of Books Key Text: Mr Wolf's Pancakes
Literacy Continuous Provision enhancements		Write labels for each of the characters in The Gingerbread Man onto post-its. Think carefully about the sounds in each word and form the letters correctly, referring to sound mats.	Make a sorry card for the ducklings to give to the swan to say sorry for being unkind. Think about what they could do to cheer up the ugly duckling (swan) and how to ask for forgiveness.		Write invitations to come to a royal ball or party. Think about the information the guests need to know. – Where? What day? What time? Dress code?	Writing instructions to make pancakes, sequencing the pictures and adding key words and captions.

Reception Medium Term Planning Spring 1

Maths	<u>Number</u> • Uses five frames and talks about the significance of the formation. • Counts the total number of objects in two groups. • Subitise to five. • Counts on without starting at 1. <u>Numerical Patterns</u> • Identifies pattern in the number system, e.g. finding all the numbers that include 5 on a 100 square. • Odds and evens. <u>Shape, Space and Measures</u> • Use language of the calendar and time. • Recognises, describes and sorts some 2D and 3D shapes. • Finds, creates and completes more complex patterns.					
Maths	Mastery Number – Week 8 – Composition	Mastery Number – Week 9 – Composition	Mastery Number – Week 10 – Counting, Ordinality and Cardinality	Mastery Number Week 11 – Subitising	Mastery Number Week 12 – Counting, Ordinality and Cardinality	Mastery Number Week 13 – Composition
Maths Continuous Provision enhancements	Making links between things that happen at night and during the day.	Engage: Putting things in order Put familiar events in chronological order, using pictures and discussion.			Explore different ways of measuring time using sand timers, digital timers, stop watches, counting, clocks etc. Set challenges to see what you can do in: 10 seconds, 20 seconds or 1 minute.	Sharing the food equally at the restaurant tables in the role play area. Independent problem solving to make sure the table is set with correct amount of cutlery, items of food etc. What can you do if the food cannot be shared equally?
UTW	<u>Past and Present</u> • Starts to understand events outside their own timeline. • Understands 'similar' and 'different'. <u>People, Culture and Communities</u> • Knows there are locations beyond their own and that these are represented in different ways. <u>The Natural World</u> • Starts to show curiosity and wonder when involved in investigations.					
UTW	Explore night and day – linking to the passing of time. Think about the things we do during the day and at night. Are there any similarities or differences between households when discussing with friends? Children learn about jobs people did long ago, focusing on shoemaking. Adults explain that shoes were made by hand and compare this to how shoes are made today. Children talk about different jobs they know and what tools people might have used in the past.	Bake gingerbread man, developing fine and gross motor skills and safely using tools and equipment. Encourage the children to take notice of changes in texture and consistency of ingredients and use senses to explore and describe what they see, feel and smell. Initiate conversations about the modern baking methods we use now compared to in the past. How is it the same? How is it different? E.g. there were no electric mixers or ovens in the past.	Children learn about life cycles by exploring how a duck grows and changes over time. Adults use pictures and simple explanations to show stages from egg to duckling to adult duck, linking this to the story. Children discuss how living things grow and change.	Nature Explorers – make observations of the seasonal changes. What would the forest look like in the Spring, Summer, Autumn and Winter? To begin to understand that it is cold and wet in winter and hot and dry in summer and the changes that take place over time.	Children explore different types of real castles, focusing on buildings of different shapes and designs. Adults discuss why castles were built and how they were used long ago, comparing them to modern buildings. Children are encouraged to think about materials, castle features and their strength, which means they are still standing strong today.	Find out about why Pancake Day is celebrated and where the traditions came from. Watch https://www.bbc.co.uk/iplayer/episode/m001jf46/something-special-were-all-friends-series-13-13-pancake-making
UTW Continuous	Children independently role-play working in a shoe shop, measuring, making and selling shoes. They use simple		Children independently explore life cycle images and small world animals. They sequence stages and retell		Children independently build castle and tower structures using blocks and construction kits. They experiment with	

Reception Medium Term Planning

Spring 1

Provision enhancements	tools and materials to act out traditional jobs and develop understanding of work long ago.		the story through play, developing understanding of growth and change.		balance and stability and talk about how to make structures stronger, linking to how castles and homes were built long ago to keep people safe.	
EAD	<u>Creating with Materials</u> - Devises their own role play with greater sophistication. - Music becomes more melodic and meaningful. - They can talk about music, what it sounds like and what it makes them think of. <u>Being Imaginative and Expressive</u> - Pupils' creations are more clearly representational and outcomes have a more easily identifiable purpose. <u>Vocabulary</u> Artist, different, same, like, dislike, back, front, light, dark, colour Draw, line, thick, thin, shape, colour, pattern, repeating, mix, primary colours, Materials, tools, press, roll, stamp, pattern, rolling, cutting					
	Sewing hand puppets – developing fine motor skills. Use the puppets afterwards to retell their own tales. Link with the story of The Elves and the Shoemaker.	Children create a gingerbread man using paint and collage materials. Adults model how to use shape and pattern when decorating and encourage children to talk about how they are making their gingerbread man unique. Repeated story language is reinforced during the activity.	Children explore colour mixing by painting ducks and swans. Adults demonstrate how to mix black and white paint to create different shades of grey and encourage children to observe the changes. Links are made to how the character changes in the story.	Explore a range of natural materials and create artwork using it. Think about how you can use the natural features of the objects to create faces, animals, houses, etc. and use lots of imagination when describing what has been created.	Children experiment with different textures, fabrics and materials to design/create their own outfits for Cinderella or Prince Charming to wear to the ball. Encourage them to justify their choices and use descriptive language to talk about their designs. Can the outfits be improved at all?	Use imagination and a range of costumes to invent new fairytales and develop narratives with friends. Adults can scaffold this to support the children in listening to each others' ideas to develop the play further, but try not to lead the direction of the story telling.
EAD Continuous Provision enhancements	Children design shoes, trainers or boots for a character from the story. Adults reinforce junk modelling techniques and encourage children to problem solve independently when joining materials, creating their shapes and selecting materials to use. Children are encouraged to think about shape, size and purpose and to explain their design choices.		Children independently mix colours to paint ducks or swans, exploring different shades and brush strokes. They choose how to represent the character and may experiment further by mixing additional colours.	Develop colour mixing skills from last week and explore creating new colours to paint Little Red Riding Hood, the forest or the Big Bad Wolf. Encourage the children to think about the size of the brushes they're using for larger parts of their pictures and smaller details.	Play a variety of different pieces of music covering a range of genres and encourage the children to explore moving in different ways to the music. Do they move in time to the music and adapt their movements to the tempo, style of music? Children can experiment with creating their own music for the ball using percussion instruments.	
RE – Why is the word 'God' so important to Christians?	Why is the word 'God' so important to Christians? Understand what the word 'God' means to people	Why is the word 'God' so important to Christians? Understand which people believe in 'God'	Why is the word 'God' so important to Christians? Which people that God is the creator of everything	Why is the word 'God' so important to Christians? Say what is wonderful about the world	Why is the word 'God' so important to Christians? What do Christians say about God the Creator?	Why is the word 'God' so important to Christians? Understand what Christians and Jews use to think about the Creator.
Key Books and Texts	The Elves and the Shoemaker (various versions) Selection of other traditional tales	The Gingerbread Man (various versions) Selection of other traditional tales	The Ugly Duckling (various versions) The Creation Story in the Bible Selection of other traditional tales	Little Red Riding Hood (various versions) Selection of other traditional tales	Cinderella (various versions) Selection of other traditional tales	Dear Fairy Godmother Mr Wolf's Pancakes

Reception Medium Term Planning Spring 1