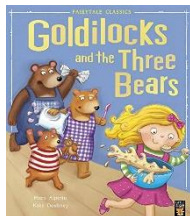
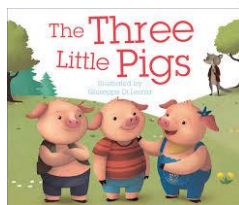
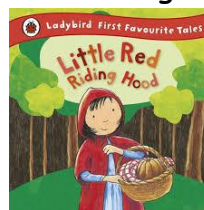




Reception Medium Term Plan



Spring 1 - Once Upon a Time

	Theme 1 Goldilocks and the Three Bears	Theme 2 The Three Little Pigs	Theme 3 Little Red Riding Hood
			
Personal, Social and Emotional Development (PSED)	• Think about the perspective of others. • To can say how others are feeling based on their expression. • Follow instructions with two or more parts.	• Use words to help solve conflicts.	• Keeping themselves safe, stranger danger.
	Ongoing: • Identify and moderate their own feelings socially and emotionally. • Understand that their actions can affect others. • Consistently follow the school rules. • Show perseverance and resilience in the face of a challenge or something new. • To develop friendships.		
Communication and Language	• Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories • Learn and use new vocabulary in different contexts. • Can talk in more complex sentences and begin to hold a 2-way conversation.	• Develop social phrases. • Engage in story times and retell simple stories. • Can talk in more complex sentences and begin to hold a 2-way conversation.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Can talk in more complex sentences and begin to hold a 2-way conversation.

Physical Development	Physical literacy lessons – focus on crawling and balancing Dance – Fairy Tales unit	Physical literacy lessons – Focus on rolling and balancing Dance – Fairy Tales unit	Physical literacy lessons – Focus on jumping Dance – Fairy Tales unit
	Ongoing: Developing a correct pencil grip Use the outdoor equipment eg scooters and climbing frame safely. Squiggle while you wiggle Dough disco Yoga Dancing Cutting		
Literacy	Red Goldilocks and the Three Bears Phase 3 phonics –j, v, w, x, y, z, zz, qu • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched school's phonic programme • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Re-tell stories using their own words and use new vocabulary. •Recount/story/poem in their own words. •Use new vocab during discussions • Anticipate key events in stories • Write captions and simple sentences. • Correctly write their name. •Write recognisable letters with increasing accuracy. • Begin to use new vocabulary within writing.	Read The Three Little Pigs Phase 3 phonics – ch, sh, th, ng, ai, ee, • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched school's phonic programme • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Re-tell stories using their own words and use new vocabulary. •Recount story in their own words. •Use new vocab during discussions • Anticipate key events in stories • Begin to write in different styles: speech bubbles • Write captions and simple sentences. • Correctly write their name. •Write recognisable letters with increasing accuracy. • Begin to use new vocabulary within writing.	Read Little Red Riding Hood Phase 3 phonics- igh, oa oo, oo, ar, • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched school's phonic programme • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Re-tell stories using their own words and use new vocabulary. •Recount story in their own words. •Use new vocab during discussions • Anticipate key events in stories • Write captions and simple sentences. • Correctly write their name. •Write recognisable letters with increasing accuracy. • Begin to use new vocabulary within writing.

Numeracy	Alive in 5!	Mass and Capacity Growing 6,7,8	Growing 6,7,8 Length, height and time
Understanding the World	• Draw information from a simple map. • Observe cause and effect - porridge making. • Predictions and making links to prior knowledge. • Explore materials and their properties- which will make a soft comfortable bed?	• Prediction, observation and drawing simple conclusions. • Compare homes in our country to homes in a contrasting place. • Design and create with a purpose • Talk about what they have heard and seen in stories and picture books and how this is different or the same.	• Prediction, observation and drawing simple conclusions. • Safety- stranger danger. • Experiment to find waterproof materials.
Expressive Arts and Design FOCUS -Drawing Artist - Van Gogh	Bear Sketching. Mixing colours to make brown for bear painting	Who is Van Gogh? Paint Van Gogh style picture using one of three little pig's houses as focus.	Weave a basket for Little Red Riding Hood to carry her apples. Sketching of different fruits.
RE - Unit F1 What stories are special and why?	Discuss what special means and think of things that are special to each of us. Talk about a favourite story that has a special place in our hearts Introduce the bible as a special book to Christians	Hear the story of David and Goliath and discuss how bible stories usually have a message. What was the message in this story? Hear the parable of the 2 sons. Have a range of messages and discuss which was the important message in this story	Introduce another special book called the Qur'an and listen to the story of Muhammad receiving the Holy Book Recall the names of 2 holy books. How do pupils feel all holy books should be treated? Why?
Songs/Rhymes	Goldilocks song	Three little pigs rhyme	BBC primary music- Little Red Riding Hood songs and music making with percussion instruments.
Trips/Visitors/Enrichments		Phonics workshop for parents	Writing workshop for parents Cinema Trip