

Reception Planning Term 2b – New Life / Growing			
Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. See themselves as a valuable individual. Identify and moderate their own feelings socially and emotionally. Know and talk about the different factors that support their overall health and wellbeing :regular physical activity - sensible amounts of ‘screen time’ healthy eating - having a good sleep routine toothbrushing - being a safe pedestrian. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop the foundations of a handwriting style which is fast, accurate and efficient. Combine different movements with ease and fluency. Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - walking - running - skipping - crawling - jumping - hopping – climbing. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Spell words by identifying the sounds and then writing the sound with letter/s. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read some letter groups that each represent one sound and say sounds for them. Form lower-case and capital letters correctly.
<p>How</p> <ul style="list-style-type: none"> Daily rules, - encouraging children to remember what rules they are or are not following. Visual planner for daily routines – children to manage. Adults modelling and supporting play – focus on all children being valuable person in that area. Magic Bag and Rhythm time. Circle Time: My feelings. Encourage children to think of their friends needs throughout the day. “Are you okay there you look sad?”. Smiley time – rewarding resilience where possible. Continue to introduce – characteristics of effective learning characters – how do we learn? Snack and chat, topic, relate to independent activities. Extra mile with other children and staff. PE/Get outdoors _ Resilience of nature – spring growing. Local walk – being a safe pedestrian. Setting challenges – daily. Looking at baby photos. Supporting children at lunch time to make choices with food, choosing a varied meal. Let’s get physical – Friday walk/exercise session. 	<p>How</p> <ul style="list-style-type: none"> Listening rules/ Speaking rules – modelled and encouraged where possible. Using the talking sticks. Adults - four comments and a question. Snack and Chat – encourage children to engage, listen carefully and speak to a partner. Gain confidence at speaking in front of peers. Specific vocabulary see planning. Attention and Listening interventions. Vocabulary interventions - Rhythm Time. Academic vocabulary and Key topic words explained and modelled. Speech and Language intervention. Encouraging children to ask the adults a question when modelling social greetings. NELI interventions. Story interventions. Performing one of our favourite stories. Continue the speech bubble for display. Morning questions using connectives. Jack and the beanstalk area. 	<p>How</p> <ul style="list-style-type: none"> PE planning – Dance. Discussing how and what makes us grow. Fine Motor groups/interventions see planning. Dough disco and pen disco. Independence with zipping own coat and shoes on correct feet. Outdoor provision – be aware of equipment, performing on stage, balancing on equipment. Talk about children going out when they can, making that choice. Gross motor interventions – outside planning. Outdoor activity planning. Small construction – fine motor. Continuing writing, art and playdough areas for specific fine motor skills. Carpet time posture and when at writing table. 	<p>How</p> <ul style="list-style-type: none"> Daily Storytime -see planning. SPAG – Capital letters and full stops. Daily phonics sessions (Miskin scheme). Phonics 1:1 sessions. Daily Literacy/writing sessions. Daily name writing for registration. Continuing surnames where appropriate and starting blank name cards. Story baskets in story area and modelled in literacy time. Story interventions. Book Talk sessions with Mrs Booth. Time to listen to a story, predict, discuss setting, author and illustrations. Writing opportunities, including date, lists, letters, instructions how to plant a bean, labelling parts, to not pick the flowers labels. Using sound mat in all writing areas. Red words to be introduced to writing areas. 7 Favourite stories – retelling. Phonics station focusing on green/ red cards and magnets boards. Fine motor interventions. Library session Angie Jakes. Mother’s day/ Easter cards.
Mathematics	Understanding the world	Expressive Arts and Design	Key Vocabulary/ Questions
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Explore the composition of numbers to 10. Count beyond ten. Compare numbers. Continue, copy and create repeating patterns. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Watch and talk about dance and performance art, expressing their feelings and responses 	<p>Topic Caterpillar, chrysalis, egg, butterfly, frog spawn, froglet, frog, growing, plant, seed, shoot, root, stem, baby, child, adult, human</p> <p>Developing, timeline, egg, chick, chicken. Hatching, nest, incubation, age, months, years, days, weeks</p> <p>Key Questions Can you think of something that grows? What do plants need to grow? What do we need to grow? How do we change?</p>
<p>How</p> <ul style="list-style-type: none"> Daily routine using visual timetable. Weekly maths vocab. Writing the day, month and year. Class attendance. Numicon scheme activity cards 7 - 12. Adult-led maths activities. Independent activities. Vocab in construction, water and sand. 	<p>How</p> <ul style="list-style-type: none"> Outdoor planning/ Friday walk talking about seasons. Continue to discuss welcome display – looking at where we come from. Walk in local area. Jack and the beanstalk area. Bean planting. Butterflies Birdwatching/ bird hides 	<p>How</p> <ul style="list-style-type: none"> Painting area water colours and palettes for colour mixing Instruments and dance equipment on stage Singing time and rhythm time Mr Duffy music session Observational drawings PE - Dance 	

<ul style="list-style-type: none">• Questions on displays.• Add to maths display - making numicon shapes with objects (RD 1- 20), RS – addition of two shapes.• Outdoor – Measuring each other, parking the bikes in number order, adult support for construction building different shapes and sizes.• Maths area – numicon shapes, making teens, repeating pattern, pegs and numerals, subitising to 5, using ten frames, ordering, estimating.• Tidy uptime – use of timer – discuss three/one minute timer.• Smiley face time – How many have you got, What is your total, How many altogether, refer to the numerals, lay smilies in numicon shape.• White Rose maths for greater depth.	<ul style="list-style-type: none">• New bulbs – observational drawing.• Non-fiction - life cycles.• Baby Visit• Teeth – brushing.• Pet visit• Timeline		
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