



Medium Term Planning Reception Spring 1 - Why is snow cold?

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Literacy	Maths	Understanding of the World	Expressive Arts and Design
<p><b>Lost in the Toy Museum</b></p> <p>1/2-</p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (I can understand how to listen carefully and why listening is important). To write recognisable letters, most of which are correctly formed (I can form lower case letters correctly). (I can write CVC words). (I can begin to write short sentences). To say a sound for each letter in the alphabet and at least 10 digraphs (I can read individual letters by saying the sounds for them).</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (I can begin to understand and use the past tense).</p> <p>To invent, adapt and recount narratives and stories with peers and their teacher (I can use role-play to recount narratives).</p> <p><b>Stickman</b></p> <p>3/4-</p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (I can understand how to listen carefully and why listening is important). To write recognisable letters, most of which are correctly formed (I can form lower case letters correctly). (I can write CVC words). (I can begin to write short sentences). To say a sound for each letter in the alphabet and at least 10 digraphs (I can read individual letters by saying the sounds for them).</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (I can begin to understand and use the past tense).</p> <p>To invent, adapt and recount narratives and stories with peers and their teacher (I can use role-play to recount narratives).</p> <p>5/6-</p> <p><b>The Magic Paintbrush</b></p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (I can understand how to listen carefully and why listening is important). To write recognisable letters, most of which are correctly formed (I can form lower case letters correctly). (I can write CVC words). (I can begin to write short sentences). To say a sound for each letter in the alphabet and at least 10 digraphs (I can read individual letters by saying the sounds for them).</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (I can begin to understand and use the past tense).</p> <p>To invent, adapt and recount narratives and stories with peers and their teacher (I can use role-play to recount narratives).</p>	<p><b>Alive in 5!</b></p> <p>1/2/3- To have a deep understanding of number to 10, including the composition of each number (I can understand zero). <a href="#">Numberblocks Series 3 Episode 5: Zero</a> (I can compare numbers up to 5). <a href="#">Room on the Broom/ A Squash and a Squeeze</a> (I can develop my understanding that numbers are made up of smaller parts). <a href="#">Number blocks: The Whole of ME, Five Friends Counting- Oxford Owl.</a></p> <p>To subitise up to 5 (I can subitise up to 5). <a href="#">Anno's counting book</a></p> <p>(I can begin to compare mass) (I can understand capacity)</p> <p><b>Growing 6,7,8</b></p> <p>4/5/6- Verbally count beyond 20, recognising the pattern of the counting system (I can count to 8). (I can see how numbers are made up of smaller numbers). <a href="#">Anno's Counting book.</a> <a href="#">What the Lady bird Heard.</a></p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (I can begin to understand that a pair is two).<a href="#">10 Fat Sausages, memory games/ Noah's Ark</a></p> <p>Have a deep understanding of number to 10, including the composition of each number (I can begin to combine objects to find out how many altogether). <a href="#">Quack and Count</a></p> <p>I can begin to use language to describe length and height <a href="#">Jack and the Beanstalk</a></p> <p>I can sequence important times in my day <a href="#">Days of the Week song/ Jaspers Beanstalk</a></p>	<p><b>Can I talk about my Christmas presents?</b> <b>Can I begin to identify new and old toys from the past?</b></p> <p>1/2-Understand the past through settings, characters and events encountered in books read in class and storytelling (I can compare and contrast toys from the past through the stories I read).<a href="#">Lost in the Toy Museum</a></p> <p><b>Can I begin to understand how to stay safe when online?</b> To be safe online (I can recognise what to do when a pop-up or advert appears on my game). <a href="#">Smartie the Penguin</a></p> <p><b>Can I talk about the change in season?</b></p> <p>3-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (I can talk about the change in season). <a href="#">Now. Press Play: Weather, Seasons/Animals in Winter</a></p> <p><b>Can I name some facts about the Antarctica: Penguins?</b></p> <p>4-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (I can recognise some similarities and differences between life in this country and life in other countries). <a href="#">Emperors Penguin, One Day On our Blue Planet: In Antarctica</a></p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (I can talk the change from water to ice).</p> <p><b>Can I name some facts about the Artic: Polar Bears?</b></p> <p>5- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (I can recognise some similarities and differences between life in this country and life in other countries). <a href="#">Polar Bear</a></p> <p><b>6- How is Chinese New Year celebrated?</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (I can recognise that people have different beliefs). <a href="#">Poems from around the World.</a></p>	<p><b>Can I construct a toy using construction materials?</b></p> <p>1- Share their creations, explaining the process they have used (I can make my own toy using a variety of construction kits). <a href="#">Lost in the Toy Museum</a></p> <p><b>Can I make different shades of blue?</b></p> <p>2- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (I can explore, use and refine a variety of artistic effects). <a href="#">Starry Night</a></p> <p><b>Can I create my own Starry Night picture?</b></p> <p>3-To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (I can explore, use and refine a variety of artistic effects). <a href="#">Starry Night</a></p> <p><b>Can I create my own dragon dance?</b></p> <p>5/6-</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (I can perform a dragon dance).</p> <p>Charanga Music will be used in addition throughout</p>



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Communication and Language	Personal, Social and Emotional Development	Physical Development
<p>This area of learning will be inter-weaved throughout the rest of the areas of the learning- it is central to what we do.</p>	<p><i>Using Jigsaw we will:</i></p> <ul style="list-style-type: none"><li>• I understand that if I persevere I can tackle challenges.</li><li>• I can tell you about a time I didn't give up until I achieved my goal.</li><li>• I can set a goal and work towards it</li><li>• I can use kind words to encourage people.</li><li>• I understand the link between what I learn now and the job I might like to do when I am older.</li><li>• I can say how I feel when I achieve a goal and know what it means to feel proud.</li></ul>	<p>This area of learning will be interweaved throughout the rest of the areas of learning.</p> <p><b>Gymnastics and using beanbags</b></p>