

Reception Medium Term Plan

Spring 2 2022

Africa

Around our Town/people who help us

Easter and Mothering Sunday

Outdoor learning opportunities

Sustained Shared Thinking

Key vocabulary

Mathematics

WRM and Mastering Number

- Phase 6 – building 9 and 10
- Count backwards and forwards to 10 (extend for those able)
- Developing understanding of number bonds to 10
- Comparing numbers to 10
- Partitioning 9 and 10 into groups
- Form numbers 1-10 accurately
- Use the terms more than, less than, greater than, fewer than confidently when comparing numbers within 10
- Continue to practice number bonds of 5
- Add confidently within 10
- Solve simple problems relating to addition within 10
- Use mathematical names to describe 2d and 3d shape
- Building, matching and printing with 2d and 3d shapes
- Recognise the days of the week
- Recognise and create patterns with 1 or more variables extending from ABA to ABBA etc.
- Consolidate all learning of number patterns to 10

Order, compare, count, sort, represent, tens frame, part /whole, repeating pattern, face, edge, corner, side, days of the week, weekend

Physical Development

- Take responsibility and manage own personal needs and understand the importance of washing hands
- Dressing and undressing independently for the outdoors
- Use large and small equipment with good control when creating role play scenarios and small world scenes outside and inside
- Travel confidently by running, skipping, jumping, sliding and crawling when engaging in games and activities
- Use a range of tools and resources (scissors, mark making instruments, hole punch, stapler, tape etc) safely and with increasing accuracy when working within the classroom and outdoors
- Use a pencil with good control and a dominant hand
- Explain changes to the body during exercise
- Identify features of a healthy lifestyle and how to stay safe

Exercise, heart rate, breathing

Personal, Emotional & Social Development

- Explore what makes us healthy and how we can look after our teeth
- Understand how moving and resting are good for us, including the importance of good sleep
- Know what a stranger is and how to stay safe if a stranger approaches us
- Develop working together and sharing skills
- Take turns in games
- Develop concentration and perseverance with activities
- Listen to the ideas of others
- Routinely show sensitivity to peers within the classroom
- Begin to resolve small conflicts with peers
- Have the confidence to speak in a small group and to the whole class
- Follow the rules of the classroom
- Enjoy being a part of the wider school community
- Organise self within environment – class, lunchtime, cloakroom

healthy, choices, strangers, responsibility, safe

Communication & Language

- In all communication, speak in clear sentences utilising the correct tense
- Develop and explore vocabulary of Africa, Spring, new life, Easter and people in our community who help us
- Listen to, discuss and retell stories – see possible literature list
- Describe characters and explain how they feel throughout stories
- Describe story settings – those in books and those created by the children as they create their own narratives
- Use talk to explore and clarify thinking in a range of philosophical/ sustained shared thinking scenarios:
- **Is it fair that some people have little or no access to fresh water?**
- During investigative work, answer a range of how and why questions
- Listen for longer periods of time in a range of situations

Why? What? When? Where? How? Sentences, clarify, explain, create, imagine, consider, investigate, listen

Literacy

- Share related stories, songs and rhymes (see list)
- Listen to topic related stories (see list)
- Begin to independently retell stories they have heard – (story mapping)
- Write individual and class stories relating to current topics and fascinations
- Write labels and captions (and short sentences if able) using phonic knowledge with increasing independence
- Continue to develop independent writing skills using set one sounds
- Begin/continue to read short sentences with increasing independence
- Read and begin to write a range of red words
- Read and write for a range of purposes – finding and sharing information, lists

Captions, sentences, red words, retell, story map

Expressive Arts and Designs

- Create role play corner linking to topic or other depending on interests (safari, travel agents etc)
- Plan and build our own junk model props relating to our topics (animal masks, African masks, police cars etc)
- Learn and utilise the skills of joining when producing junk modelling
- Recreate pictures of daffodils, tulips and other spring flowers exploring colour mixing with warm colours
- **Discuss the role of our mother/another special lady who helps to look after us and produce thankyou mothering Sunday cards**
- **Complete outdoor Easter egg hunts following and decoding clues and positional language**
- Produce Easter cards and crafts, considering people's traditions around this festival
- Use paint to create own African landscape pictures (have a go at colour mixing to create African sunset)
- Manipulate clay to create one of the "big 5" African animals
- Engage with Charanga music curriculum – listening to and appraising music from different genres and learning to sing different songs
- **Caring for and looking after Plum Class garden planting spring flowers**
- **Investigate seasonal changes in our outdoor environment and early signs of Spring**
Landscape, "the big 5", safari, fact, Spring, bulbs, flowers, Easter, Clay, mould, attach, model, warm colours, primary, colours, lighten, imagine, explore, collage, experiment, junk model, season pulse, rhythm, pitch, tempo

Class Theme related Songs and Rhymes (Including but not limited to)

Down in the jungle
People Who Help Us Song
Old McDonald had a farm

Enrichment Activities

World Book Day
Science Week
Mothering Sunday
Visits from local workers
Comic Relief/Sport Relief
Easter egg hunt

Child-Led Topics and Activities

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children.

Mastering the Curriculum

Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated exploration and play.

In Reception we are Ready to Learn as...

Confident Communicators
Independent Individuals
Fantastic Friends
Amazing Athletes
Talented Tool Users
Brilliant Bookworms
Wow Writers
Masters of Maths
Exceptional Explorers
Compassionate Citizens
Dynamic Designers
Proud Performers

Understanding the World

- Learn about the continent of Africa with focus on comparing Kenya to Alnwick and Northumberland
- Discuss and compare the life of people and their jobs in Africa with people and their jobs in Alnwick/Northumberland
- Discuss features of our local community Alnwick and compare with Africa
- Make map of local town Alnwick
- Watch video clips of life in Africa and compare to the people and work done by people in our local community
- Discuss the skills needed to do the different jobs in Africa and Alnwick, challenging stereotypes
- Develop understanding of the roles of people who work in our local community and people within it who help us and our families (police, medical, fire)
- Understand that families celebrate in different ways when exploring the festival of Easter
- Use directional language to move the Bee Bots around a map to various big 5 animals

Africa, continent, Kenya, landscape, The Sahara, The Savannah, The Rainforest, city, tribe, culture, Emergency services, healthy, Easter, Spring, changes, community, roles, skills, turn, move, forward, backward, left, right

Class Theme Related Literature

(Including but not limited to)
Africa non-fiction texts
The Ugly Five by Julia Donaldson
Lila and the Secret of Rain by David Conway and Jude Daly
Mama Panya's Pancakes: A Village Tale from Kenya by Mary Chamberlin and Rich Chamberlin,
Handa's Surprise by Eileen Browne,
Tinga Tinga Tales (based on African folk tales)
Akimbo And The Elephants by Alexander McCall Smith.
The Easter Story