

### Personal, Social & Emotional Development

- Work as part of a group/ class demonstrating an understanding of the classroom rules and following them
- Continue to see themselves as a valued individual within the classroom and within the school community
- Confident to speak to others about own needs, wants, interests, ideas and opinions in a variety of situations**
- Show confidence Selecting and using activities and resources to achieve a goal demonstrating developing perseverance
- Beginning to adapt and refine ideas
- Demonstrate the ability to understand the needs of others and adapt their play to reflect this, building constructive and respectful relationships**
- Take steps to resolve conflicts with other children, eg. Finding a compromise
- Begin to demonstrate more confidence and independence when managing their own personal hygiene
- Begin to learn and talk about different factors that support their overall health and wellbeing; healthy eating, sleep etc

### Ideas for interactions, activities and continuous provision

- Children are rewarded using the traffic light system and smiley tokens for following the Swansfield 3 c's code of conduct
- Children will continue to participate in Key stage Assemblies and engagement with the wider school during playtimes
- As part of class and small group discussions, continue to develop and offer opinions (as part of enquiry led work)**
- Children will have the opportunity to reflect on past learning via the floorbooks/IPADs and be encouraged to talk about the skills they have learnt**
- Sharing time built into the day to encourage children to develop confidence at talking to a larger group**
- Successful use of classroom provision will continue to be modelled to the children through adult led tasks and facilitated play
- Children will be assigned responsibilities such as 'play buddy' to help engage those children who are struggling in play
- Children will try to dress themselves after PE, accidents etc
- Children will take part in whole class weekly 'Jigsaw' sessions, focusing on 'Healthy me' in which they will explore the importance of looking after ourselves
- Instigate discussions about healthy eating and dental care during snack time/lunch and discuss healthy eating choices

### Key Vocabulary

Africa, Kenya, Nairobi, village, tradition, Maasai tribe, custom, The Big 5- lion, leopard, rhino, elephant, buffalo, Weather, community, tradition  
Spring, new life, Easter, bulbs, roots, shoots, blossom, bloom, bud

### Communication & Language

- Begin to demonstrate the ability to listen for longer periods by engaging with topic stories and core books
- During investigative work and through stories, answer a range of how and why questions
- In all communication, attempt to speak in clear sentences utilising the correct tense
- Develop and explore vocabulary of spring, new life, Easter and Life in Kenya
- Extend vocabulary in play exploring the meaning and sounds of new words and recreating roles and experiences**
- Listen to, discuss and retell stories - Describing 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

### Ideas for interactions, activities and continuous provision

- Children to have daily shared story sessions with TTYP interactive sessions to discuss what has been read and share questions and ideas
- Children to engage in enquiry based learning and continue to explore within classroom provision, non-fiction books etc
- children will take part in Drawing Club sessions to explore story language and structure
- Predict what happens next and predict story endings using clear sentences
- Begin to construct and retell stories with emphasis on characters, setting, problem and solution
- Sentence structure will be modelled by all adults within adult led learning and within child led play
- Reading and sharing learnt information will be encouraged within the reading corner and through use of class floorbooks
- Children will develop their vocabulary and be able to explain their creations by constructing own stories with character, setting, problem and solution
- Children will engage in imaginative play within the classroom home corner/ garden centre utilising learnt vocabulary**

### Reception Medium Term Plan- Pear Class Spring 2 2023

Life in Kenya (with focus on the Maasai village) vs Life in Alnwick

Spring and signs of new life

Easter traditions and celebrations

Outdoor learning opportunities

Sustained Shared Thinking

Key vocabulary

Cohort specific needs identified with ongoing assessment

### Physical Development

#### Gross Motor

- Further develop, moving on to consolidate and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming, with precision
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.
- To consistently use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

#### Fine motor

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Demonstrate the acquired fine motor skills to use a range of tools competently, safely and confidently, such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

### Ideas for interactions, activities and continuous provision

#### Gross motor

- Children will learn about different sports that use balls and practise some of these in P.E sessions.
- Children will use sports equipment, for example hockey sticks, to control a ball.
- Children will build and construct with large loose parts in outdoor area

#### Fine motor

- Continue to use fine motor skills when creating topic based art and during child initiated topic provision activities.
- Use a knife safely to chop and slice fruit to make smoothies
- Weekly 'funky fingers' challenge table

### Key Questions

What is life like for the Maasai tribes in Kenya?

How is life in a Maasai tribe different/similar to life in Alnwick?

What happens in the Spring?

### Enrichment

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

### 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.

## Understanding the World

- Show curiosity by exploring, discovering and explaining within the environments around them Describe what they see, hear and feel whilst outside
- When comparing the children's lives in this country to life in other countries, recognise similarities and differences
- When finding out about other environments around the world, make comparisons with their local environment
- Talk confidently about the roles that people take on in their local community
- Explore and talk about different forces they can feel
- Recognise that people have different beliefs and celebrate special times in different ways
- Understand that some places are special to members of their community
- Find out about religious figures from the past(Jesus)

## Ideas for interactions, activities and continuous provision

- Caring for and looking after Pear Class garden planting spring flowers**
- Investigate seasonal changes in our outdoor environment and early signs of Spring through Spring hunt**
- Children will use Google Earth to explore Kenya and compare the size of Africa with the UK
- When looking at pictures of a Maasai village and Alnwick children will talk about what they can see and make comparisons- what is the same/different
  - Begin to consider and compare the weather, animals, landscape and job roles in the Maasai village and Alnwick
- To avoid stereotyping, show children the capital city of Kenya and discuss how this is similar/different to Alnwick
- Children will consider their daily lives and begin to find out about the life of children in Africa by writing a letter to a school in Kenya
- Children will enjoy hearing about the roles of some key workers in our community here in Alnwick
- Children to take part in British Science 'connections' week completing experiments and investigations
- Children to enjoy comic relief whole school activities learning who we are trying to help and engaging in whole school fundraising
- In RE sessions consider what do Christians believe happened to Jesus?', 'why do we have Easter eggs?'
- Explore the idea of lent
- Discuss the cross shape on hot cross buns and taste them, linking it to the Easter story and Jesus

## Expressive Arts and Design

- Begin to explore form by experimenting with lines of different thickness using a pencil and other tools
- Experiment with a variety of media to explore texture and form
- Choose and use colour for a purpose, explaining the reasons for choice
- Begin to name warm colours
- When working creatively, independently or as a group- generate, adapt and refine ideas
- Work collaboratively sharing ideas, resources and skills
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups
- Develop storylines in their pretend play

## Mathematics

### White rose maths

#### Growing 6,7,8

- Combining two amounts
- Making pairs
- Length and height
- Time (2)

#### Building 9 and 10

- Building 9 and 10
- Comparing numbers to 10
- Partitioning 9 and 10 into groups
- Consolidate all learning of number patterns to 10

## Ideas for interactions, activities and continuous provision

- Continued opportunities to represent 6,7,8,9,10
- Developing understanding of composition to 10
- Begin to understand number bonds to 10
- Begin to Form numbers 1-10 accurately
- Continue to consolidate number bonds of 5
- Solve simple problems relating to addition within 10
- Use the terms more than, less than, greater than, fewer than confidently when comparing numbers within 10
- Recognise and create patterns with 1 or more
- Mastering Number Sessions x4 weekly

## 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.**

## Literacy

### Word reading

- Read CVC, CVCC, CCVC words with confidence and fluency (extend as appropriate)
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (for those able)**

### Comprehension

- When listening to a story, begin to anticipate key events (literacy awareness)
- Re-read familiar books to build up their understanding of the plot, characters, setting and to deepen their understanding of the story and encourage a love for reading
- Respond with confidence to 'who', 'where' 'what' and 'when' questions linked to text and illustrations in both fiction and non-fiction texts

### Writing

- When writing a simple sentence, focus on correct letter formation and punctuation (those able)**
- Write simple cvc, ccvc and cvcc words, phrases and name that can be read by others

## Ideas for interactions, activities and continuous provision

**Word reading Children will increase the range of red words they can read (ditty group and red group)**

-**Opportunities to blend to read CVC words using magnets**

-Children will practise reading speed sounds set 1 in RWI sessions to develop phonic knowledge

-Children will develop their love for reading through daily story time, class book vote, weekly drawing club sessions and by choosing a library book to take home weekly

-Children will link up with another class to share their love of stories on World Book Day

**Comprehension** : Children will enjoy daily story times where they will be exposed to a range of fiction and non-fiction

**Opportunities to engage in RWI ditty activities/red books; reading a ditty/red book and then holding a sentence linked to the ditty/red book**

**Writing** When writing words/ sentences children will hear most (if not all) sounds in words and will continue to use "Fred fingers" to help them with their writing

-Children will develop the skill of self-correcting and begin to recognise any changes that need to be made

Children will have regular opportunities to write and make marks using other tools and media in classroom provision

## Ideas for interactions, activities and Continuous provision

- Revisit** colour mixing to create sunset backgrounds inspired BY the stories, Mama Panya's Pancakes, The Ugly Five and Handa's Surprise.
- Children to use photographs of the "Big 5" as inspiration for their artwork and creations
- Children will have opportunities to create tribal necklaces, masks and other Maasai inspired creations
- Children will have opportunities to use different tools to draw/paint early signs of Spring- oil pastels, crayons, pencils, chalk, paint
- Children will have daily opportunities to build/design (independently and collaboratively) using loose parts based upon topic learning or their own fascinations
- Children will design and make an Easter bonnet for an EYFS competition
- Children will make Easter cards, linked to the season 'Spring' and new beginnings
- Weekly Drawing club sessions will enable children to express their ideas, feelings, thoughts and ideas about a story, developing their drawing skills with a focus on detail and choosing colour for purpose
- Children will have opportunities to listen and dance to African music and compare to other styles
- Children will sing and perform familiar nursery rhymes
- Children will use glockenspiels, shakers and drums to perform to music
- Children will enjoy moving to music by dancing, marching, being animals or Pop stars
- Children will have access to a wide range of props and play stimulus

## Class Theme

### Related

### Literature

**Including but not limited to:**

Mama Panya's pancakes  
The Ugly Five  
Handa's Surprise  
Masai and I  
Wanted:Chocolate Monster  
The Easter Story