

## Reception Medium Term Plan - Spring 1 (2021/2022)

	Personal, Social and Emotional Development (Links to KS1 Religious Education and PSHCE)	Physical Development (Links to KS1 Physical Education)	Literacy, Communication and Language	Mathematics	Understanding the World (Links to KS1 History, Geography, Computing and Science)	Expressive Arts and Design (Links to KS1 Art, Music, and DT)
<b>Overarching skills / topics</b>	<p><b>PSED:</b> -Learning to negotiate in play -Take into account one another's ideas about how to organise an activity</p> <p><b>Self-regulation:</b> -Set and work towards simple goals and wait for what they want</p> <p><b>PSHCE and RSE: Relationships-</b> -Families and Close Positive Relationships -Friendships -Managing hurtful behaviour</p>	<p><b>PE focus - Dance (Val Sabin Unit 1)</b></p> <p>*be aware of the space around them and move safely about the room</p> <p>*make simple shapes with their bodies</p> <p>*repeated sounds and sound patterns</p> <p>*Moving in time with music</p> <p><b>FMS:</b> -Pencil control, letter formation, number formation</p>	<p><b>Communication and language:</b> -Using connectives such as 'because', 'so' and 'but' to extend our thoughts and ideas when sharing -Responding in conversation to others' remarks and ideas with 'how' and 'why' questions -Using past, present and future forms accurately</p> <p><b>Writing:</b> -Write familiar words e.g. mum and dad -Write initial and dominant sounds -Beginning to separate 'words' with spaces</p>	<p><b>Mathematics</b> <u>Subitising:</u> *increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements <u>Cardinality, ordinality and counting</u> *continue to develop verbal counting to 20 and beyond *continue to develop object counting skills, using a range of strategies to develop accuracy <u>Composition:</u> *continue to explore the composition of 5 and practice recalling 'missing' or 'hidden' parts for 5 *explore the composition of 6, linking this to familiar patterns, including symmetrical patterns *begin to see that numbers within 10 can be composed of '5 and a bit'. <u>Comparison</u> *continue to compare sets using the language of comparison *continue to compare sets by matching, identifying when sets are equal *explore ways of making unequal sets equal.</p>	<p><b>RE:</b> Surrey Agreed RE Syllabus (EYFS) - "What makes our world wonderful?"</p> <p><b>UTW and Science: The natural world:</b> Gardening-making observations about environment and discussing changes. Links to dinosaurs</p> <p><b>UTW/History:</b> -Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past - Understanding the past through characters and events in books</p>	<p><b>Cooking:</b> -Creating and following a recipe (describing the nutritional aspects of this recipe)</p> <p><b>EAD:</b> -Explaining creative choices behind choice of materials and tools</p> <p><b>Music:</b> Listening and singing (see sow for songs to use) <i>Introducing new vocabulary as exploring music</i></p>
<b>5<sup>th</sup>- 8<sup>th</sup> January</b>	<p><b>RSHE: Relationships-</b> Family and close positive relationships. <b>About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</b></p>	<p><b>FMS:</b> Children to have fine motor activities to reinforce Autumn practice.</p>	<p><b>Phonics:</b> Revisiting Autumn sounds <b>Tricky Words:</b> Revisit Autumn words</p>	<p>NCETM (Wk 11):</p> <ul style="list-style-type: none"> <li>Working with a variety of images to support our subitising up to five</li> <li>Matching numerals to quantities</li> </ul>	<p><b>RE:</b> Surrey Agreed RE Syllabus (EYFS) - "What makes our world wonderful?" Start KWL about the world: what is wonderful about the world?</p>	<p><b>EAD:</b> Exploring available resources during self-initiated periods</p> <p><b>Music:</b> Listening and singing (see sow for songs to use) <i>Introducing new vocabulary as exploring music</i></p>
<b>10<sup>th</sup>- 14<sup>th</sup> January</b>	<p><b>RSHE: Relationships-</b> Family and close positive relationships.</p>	<p><b>PE: Val Sabin- Dance</b> Unit 1, Dance 1- Stars in Space</p>	<p><b>Phonics:</b> ai/ee/igh/oa/</p>	<p>NCETM (Wk 12):</p> <ul style="list-style-type: none"> <li>Ordering quantities from 1 to 5</li> </ul>	<p><b>RE:</b> Surrey Agreed RE Syllabus (EYFS) - "What</p>	<p><b>Music:</b> Listening and singing (see sow for songs to use)</p>

<p>Dinosaur week. <b>Book:</b> <i>Dear Dinosaur</i></p>	<p>-That is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p>		<p><b>Tricky Words:</b> Revisit Autumn words</p>		<p>makes our world wonderful?" That our world is a place of wonder</p> <p><b>UTW/History:</b> -Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past - Understanding the past through characters and events in books</p>	<p><i>Introducing new vocabulary as exploring music</i></p> <p><b>EAD:</b> -Explaining creative choices behind choice of materials and tools</p>
<p><b>17<sup>th</sup>- 21<sup>st</sup> January</b> Dinosaur visit 18<sup>th</sup> <b>Book:</b> <i>Non-fiction Dinosaur texts</i></p>	<p><b>RSHE: Relationships-Friendships.</b> <b>-About how people make friends and what makes a good friendship.</b></p>	<p><b>PE: Val Sabin- Dance</b> Unit 1, Dance 2- Rabbits</p>	<p><b>Phonics:</b> oo/oo/ar/or <b>Tricky Words:</b> was, you, they</p>	<p>NCETM (Wk 13):</p> <ul style="list-style-type: none"> <li>Composition: focus on parts and whole of 5</li> </ul>	<p><b>RE: Surrey Agreed RE Syllabus (EYFS) - "What makes our world wonderful?"</b> That people are naturally creative</p> <p><b>UTW and Science: <i>The natural world:</i></b> Gardening-making observations about environment and discussing changes. Links to dinosaurs</p>	<p><b>Cooking:</b> -Creating and following a recipe (describing the nutritional aspects of this recipe)</p> <p><b>Music:</b> Listening and singing (see sow for songs to use) <i>Introducing new vocabulary as exploring music</i></p>
<p><b>24<sup>th</sup>- 28<sup>th</sup> January</b> <b>Book: A Great Big Cuddle (Poetry)</b></p>	<p><b>RSHE: Relationships-Friendships.</b> <b>-Simple strategies to resolve arguments between friends positively.</b></p>	<p><b>PE: Val Sabin- Dance</b> Unit 1, Dance 3- Follow My Feet</p>	<p><b>Phonics:</b> ur/ow/oi/ear <b>Tricky Words:</b> my, by, all</p>	<p>NCETM (Wk 14):</p> <ul style="list-style-type: none"> <li>Composition: Hungarian Number Pattern (five and a bit)</li> </ul>	<p><b>RE: Surrey Agreed RE Syllabus (EYFS) - "What makes our world wonderful?"</b> That some people believe our world is created by God and that this is a important story in their special books</p> <p><b>UTW and Science: <i>The natural world:</i></b> Gardening-making observations about environment and discussing changes.</p>	<p><b>Cooking:</b> -Creating and following a recipe (describing the nutritional aspects of this recipe)</p> <p><b>Music:</b> Listening and singing (see sow for songs to use) <i>Introducing new vocabulary as exploring music</i></p>

<p><b>31<sup>st</sup>- 4<sup>th</sup></b>  <b>February</b>  <b>Book: On</b>  <b>Sudden Hill</b></p>	<p><b>RSHE: Relationships-</b>  Managing hurtful behaviour and bullying.  -That bodies and feelings can be hurt by words and actions: that people can say hurtful things online (E-Safety).  -That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable'  how to report bullying;  the importance of telling a trusted adult.</p>	<p><b>PE: Val Sabin- Dance</b>  Unit 1, Dance 4-  Hickory Dickory  Dock</p>	<p><b>Phonics:</b>  air/er/ words with double letters  <b>Tricky Words:</b> are, sure, pure</p>	<p><b>NCETM (Wk 15):</b></p> <ul style="list-style-type: none"> <li>• Comparison: noticing when quantities are equal and not equal</li> <li>• Manipulating a number of objects in 2 sets to make them equal</li> </ul>	<p><b>RE: Surrey Agreed RE</b>  Syllabus (EYFS) - "What makes our world wonderful?"  That we should look after our world</p> <p><b>UTW and Science: <i>The natural world:</i></b>  Gardening-making observations about environment and discussing changes.</p>	<p><b>Music:</b>  Listening and singing (see sow for songs to use)  <i>Introducing new vocabulary as exploring music</i></p> <p><b>EAD:</b>  -Explaining creative choices behind choice of materials and tools</p>
<p><b>7<sup>th</sup>- 11<sup>th</sup></b>  <b>February</b>  <b>Book: On</b>  <b>Sudden Hill</b></p>	<p><b>RSHE: Relationships-</b>  Managing hurtful behaviour and bullying.  -About how people may feel if they experience hurtful behaviour or bullying.</p>	<p><b>PE: Val Sabin- Dance</b>  Unit 1, Dance 5-  Autumn Leaves</p>	<p><b>Phonics:</b>  Longer words  <b>Tricky Words:</b> Practicing taught words</p>	<p><b>Maths:</b> Recapping skills taught over the half term and assessing fluency in these skills.</p>	<p><b>RE: Surrey Agreed RE</b>  Syllabus (EYFS) - "What makes our world wonderful?"</p> <p><i>KWL completed about What makes our world wonderful, sharing what we have learnt and appreciated across this topic.</i></p>	<p><b>Music:</b>  Listening and singing (see sow for songs to use)  <i>Introducing new vocabulary as exploring music</i></p>