

Reception - Farming - Medium Term Planning - Spring 1 (2023-2024)

<u>Week</u>	<u>PSED</u>	<u>Communication &amp; Language</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Phonics</u>	<u>Mathematics</u>	<u>Understanding of the world</u>	<u>Expressive arts &amp; design</u>	<u>Forest School</u>	<u>COETL</u>
<u>1-08.01.24</u>	Think about the perspectives of others (Reception) <b>Hold a vote for favourite farm animals. Can the children put a peg on the picture of their favourite animal? Talk about the results of the vote.</b>	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". (3 and 4yr olds). Ask questions to find out more and to check they understand what has been said to them (Reception). <b>Children to play "I'm</b>	Revise and refine the fundamental movement skills they have already acquired: -rolling -walking -running -skipping -crawling, jumping, hopping, climbing (Reception). <b>Move around like</b>	Write some letters accurately (3 and 4yr olds). Form lower-case and capital letters correctly (Reception). Challenge: Spell words by identifying the sounds and then writing the sound with	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of	Understanding Number: Counting and estimation. CIL - Unit 1 - Activity 1 - Construction Lego. Tuesday - CT - Unit 1 - Activity 3 - Cube Counting. Recite numbers past 5. (3-	<b>4-day week.</b>	Sing in a group or on their own, increasingly matching the pitch and following the melody (Reception) <b>Sing Old McDonald song. Small groups of children to sing different parts.</b>		Creating and Thinking Critically- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup <b>Farm shop role play area</b>  Creating and thinking

	<p><b>Did everyone like the same animal? Talk about everyone having their own choices.</b></p>	<p><i>thinking of an animal" game and others have to guess what animal they are describing .</i></p>	<p><b>different animals.</b></p>	<p>letter/s ( Reception ). <b>Write a list of farm animals.</b></p>	<p>words with known letter-sound correspondences and, where necessary, a few exception words (Reception)</p> <p><i>Letters and Sounds and Bug Club Phonics. Phase 2, week 6. Revision of all of phase 2 sounds, high frequency and tricky words taught so far. For reading</i></p>	<p>4 year olds). Know that the last number reached when counting a small set of objects tells you how many there are in total. (3-4 year olds). Compare quantities using language: 'more than', 'fewer than'. (3-4 year olds). Count beyond 10. (Reception).</p>				<p>critically-Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets <b>Colour sorting activity</b></p>
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					<i>words, captions. For spelling words, captions.</i>	<b>Thursday</b> - CT - Unit 1 - Activity 4 - All aboard the bus!  Say one number from each item in order: 1,2,3,4,5. (3-4 year olds). Know that the last number reached when counting a small set of objects tells you how many there are in total. (3-4 year olds).				
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						Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception).				
<u>2 - 15.01.24</u>	*Forest School activity* Develop appropriate ways of being assertive (3 and 4yr olds). Identify and moderate their own feelings socially and emotionally (Reception).	Learn new vocabulary (Reception). <b>Children to learn the male and female names of farm animals.</b>	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical	Write some letters accurately (3 and 4yr olds). Form lower-case and capital letters correctly (Reception). Spell words by identifying the	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then	Understanding Number: Order and Compare Numbers. CIL - Unit 2 - Activity 1 - Playdough Numbers. Hamilton *White Rose.	Recognise that people have different beliefs and celebrate special times in different ways (Reception) <b>Linked to Christmas. Discuss how people of</b>	Create collaboratively sharing ideas, resources and skills (Reception). <b>Encourage the children to use a range of joining techniques to make a fence for</b>	<b>*See PSED activity*.</b>	Active Learning- Participate in routines, such as going to their cot or mat when they want to sleep Begin to predict sequences because they know routines. For example, they may anticipate

	<p><b>Children work together and match farm animals and their young together.</b></p>		<p>disciplines including dance, gymnastics, sport and swimming (Reception).  <b>Cosmic Kids Yoga (on the farm)-</b>  <a href="https://www.youtube.com/watch?v=YKsmRB2Z3g2s">https://www.youtube.com/watch?v=YKsmRB2Z3g2s</a></p>	<p>sounds and then writing the sound with letter/s (Reception).  Challenge: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (Reception).  <b>Describe a farm animal. It</b></p>	<p>writing the sound with letter/s (Reception)  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception)  <b>Letters and</b></p>	<p>Spring Phase 4-5 is Alive!  <b>COMPARING NUMBERS TO 5*</b>  Compare quantities using language: 'more than', 'fewer than' (3 and 4yr olds)  Compare numbers (Reception)  Challenge: Link the number symbol (numeral) with its cardinal number</p>	<p><b>different beliefs celebrate special times in different ways.</b></p>	<p><b>some small world farm animals.</b></p>		<p>lunch when they see the table being set, or get their coat when the door to outdoor area opens  <b>Morning timetable. Chn to sequence own timetable during CIL.</b></p> <p>Playing and exploring- Bring their own interest that they have been previously taught.  <b>Wet sand and gravel.</b></p>
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				<p><i>has.....it is</i></p> <p><i>Describe a farm animal. It has.....it is</i></p> <p><i>Write names of animals and their young.</i></p>	<p><i>Sounds and Bug Club Phonics. Phase 2, week 6. Revision of all phase 2 sounds, high frequency and tricky words taught so far. For reading words, captions. For spelling words, captions.</i></p>	<p><i>value (Reception)</i></p> <p><i>Show chn different quantities in different groups. E.g 4 fields with different animals in. Are the same amount of animals in each field?</i></p> <p><i>Challenge : Chn to find numeral to match quantity of animals in</i></p>				<p><i>Provide chn with buckets, spades. Can they move sand from one container to another?</i></p>
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						<p><i>each field.</i></p> <p>*White Rose. Spring Phase 4-5 is Alive! COMPOSITION OF 4 AND 5* Fast recognition of up to 3 objects, without having to count them individually (subitising) (3 and 4yr olds) Subitise (Reception)</p>				
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Challenge:  
Explore  
the  
compositi  
on of  
numbers  
to 10  
(Receptio  
n)  
*Chn to sub  
itse and  
reason  
the  
compositi  
on of  
4. E.g 4  
is 1, 1, 2  
or 2 and  
2. Focus  
of more  
than 2  
groups of  
objects  
to  
compose  
the  
number.*



<p><b>3 -</b> <b>22.01.24</b></p>	<p><b>*Forest School activity*</b> Express their feelings and consider the feelings of others (Reception ) <b>Challenge the children to create pictures of farm animals using loose parts. Can they decide as a group which animal to create?</b></p>	<p>Connect one idea or action to another using a range of connective (Reception ) <b>Explore where food comes from. Where Does Food Come From? Twinkl PowerPoint may help. Then, encourage children to use connectives to explain what they have found out. For</b></p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming (Reception ) Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (Reception ) <b>Play a farm-</b></p>	<p>Write some letters accurately (3 and 4yr olds) Form lower-case and capital letters correctly (Reception ) Spell words by identifying the sounds and then writing the sound with letter/s (Reception ) Challenge: Write short sentences with words with known letter-sound correspond</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception ) Spell words by identifying the sounds and then writing the sound with letter/s (Reception ) Read simple phrases and sentences made up of words with known letter-sound correspond</p>	<p><b>*White Rose. Spring Phase 4- 5 is Alive! COMPOSITION OF 4 AND 5* Fast recognition of up to 3 objects, without having to count them individually ('subitising') (3 and 4yr olds) Subitise (Reception ) Challenge: Explore the composition of numbers to 10 (Reception )</b></p>	<p><b>Recognise some similarities and differences between life in this country and life in other countries (Reception )</b> <b>Discuss what is farming. What is farmed? Where does food come from? Link to different jobs people have in</b></p>	<p>Explore and engage in music making and dance, performing solo or in groups (Reception ). <b>Use 'Farmer's in His Den' Headbands to encourage the children to act out the song to their own music.</b></p>	<p><b>*See PSED activity*.</b></p>	<p>Playing and Exploring- Make independent choices. Do things independently that they have been previously taught <b>Create a farm animal using creative resources</b></p> <p>Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasing force to</p>
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		<p>example, 'Hens lay eggs on the farm, then the farmer collects them and puts the eggs into boxes to go to the shop.'</p>	<p>themed throwing and catching game with a beach ball. Explain to the children that they have to pass the ball to each other and when you catch the ball, you have to shout out the name of a farm animal.</p>	<p>ences using a capital letter and full stop (Reception )</p> <p>Farming pictures. Write key words/caption.</p> <p>Watch video- <a href="https://youtu.be/G-vfEBLZE4s">https://youtu.be/G-vfEBLZE4s</a></p> <p>Write a list of things you might find in the farm (not animals).</p>	<p>ences and, where necessary, a few exception words (Reception )</p> <p>Letters and Sounds and Bug Club Phonics. Phase 3, week 1. Teach set 6 letters and sounds- j v w x. Practise blending for reading and segmenting for spelling. Read sentences using sets</p>	<p>Chn to subitise and reason the composition of 5. E.g 5 is 1, 2, 3 or 1 and 4. Focus of more than 2 groups of objects to compose the number.</p> <p>*White Rose. Spring Phase 4- 5 is Alive! COMPARE MASS (2)* Make comparisons between objects relating to size,</p>	<p>different countries</p>			<p>push a puzzle piece into a slot, they try another piece to see if it will fit Tweezers and marble putting into different containers , ice cube trays, tees.</p>
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*1-6 and  
phase 2  
tricky  
words.*

*length,  
weight and  
capacity (3  
and 4yr  
olds)  
Compare  
length,  
weight and  
capacity  
(Reception  
)  
Read 'Who  
Sank The  
Boat?' by  
Pamela  
Allen Chn  
to pick up  
two items.  
Chn to  
describe  
the weight  
of them.  
Chn to be  
encourage  
d to use  
appropriat  
e language  
e.g the  
stone is  
heavier  
than the  
pencil.*

\*White  
Rose.  
Spring  
Phase 4- 5  
is Alive!  
COMPARE  
MASS  
(2)\*  
Make  
comparison  
s between  
objects  
relating to  
size,  
length,  
weight and  
capacity (3  
and 4yr  
olds)  
Compare  
length,  
weight and  
capacity  
(Reception  
)  
*Read  
'Balancing  
Act' by  
Ellen Stoll  
Walsh*

Then children  
to be  
human  
scales and  
hold each  
item. Children  
raise or  
lower hand  
to  
represent  
the item  
which is  
lighter  
and the  
item which  
is heavier.  
Then  
measure  
items  
using  
balancing  
scales.  
Challenge:  
Give children  
an item.  
Can they  
predict  
and find  
an item  
that is  
heavier/lighter?

<p><b>4 -</b> <b><u>29.01.24</u></b></p>	<p>Manage their own needs (Reception ) <b>Ask the children to put their hands into a bowl of flour. Look at how the flour gets into all the creases on the hand and how it transfers when touching other things, just like germs do. Then, model how to wash hands properly</b></p>	<p>Listen to and talk about stories to build familiarity and understanding (Reception ) <b>Read 'The Little Red Hen' to children.</b></p>	<p>Develop overall body-strength, balance, co-ordination and agility (Reception ) <b>Chalk some fields and fences on the ground and provide coloured chalks for the children to fill the farm with animals of their choice.</b></p>	<p>Write some letters accurately (3 and 4yr olds) Form lower-case and capital letters correctly (Reception ) Spell words by identifying the sounds and then writing the sound with letter/s (Reception ) Challenge: Write short sentences with words with known letter-sound</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception ) Spell words by identifying the sounds and then writing the sound with letter/s (Reception ) Read simple phrases and sentences made up of words with known letter-sound</p>	<p>*White Rose. Spring Phase 5-Growing 6, 7, 8. 6, 7 and 8* Recite numbers past 5 (3 and 4yr olds) Count objects, actions and sounds (Reception ) Challenge: Subitise Chn to count 6, 7, 8 objects from a larger group. Challenge: Chn to subitise quantities</p>	<p>Understand the effect of changing seasons on the natural world around them (Reception ) <b>Talk about the different times of the year which are important for farmers, such as harvest time or when it's time to sow seeds.</b></p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception ) <b>Create large collage farm animals. Provide a range of materials for children to experiment with. Then, display the final animals in</b></p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception ) <b>Make a house for a woodland animal. Thinking about how to care for animals and their needs.</b></p>	<p>Active Learning- Review their progress as they try to achieve a goal. Check how well they are doing. <b>Puzzles</b></p> <p>Active Learning- Use a range of strategies to reach a goal they have set themselves . <b>Who can make the tallest tower? Chn to have a choice of constructi</b></p>
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	<p><i>so all the flour is washed away. Prompt children to do this too and manage their own needs independently.</i></p>			<p>correspondences using a capital letter and full stop (Reception )  <i>Write an instruction on how to look after a farm animal. E.g Give the pig some water.</i></p> <p><i>Picture from 'Little Red Hen' story. Children to write what is happening.</i></p> <p><i>'Little Red Hen'</i></p>	<p>correspondences and, where necessary, a few exception words (Reception )  <i>Letters and Sounds and Bug Club Phonics. Phase 3, week 2. Teach set 7 letters and sounds- y z/zz qu. Practise blending for reading and segmenting for spelling. Read sentences</i></p>	<p><i>6, 7, 8. E.g I can see 4 and 4 which is 8</i></p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') (3 and 4yr olds)  Explore the composition of numbers to 10 (Reception )  Challenge: Subitise</p>		<p><i>your setting.</i></p>		<p><i>on resources to use.</i></p>
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				speech bubbles.	using sets 1-7 and phase 2 tricky words. Teach phase 3 tricky words- he, she.	(Reception ) Chn to see how 6, 7, 8 can be made using numicon and to be shown these numbers on a 10 frame. Challenge: Subitise/i identify quickly 6, 7, 8 on 10 frame and numicon				
<u>5 - 05.02.24</u>	See themselves as a valuable individual (Reception ). <b>Linked to Valentine's Day. Chn to think</b>	Use new vocabulary through the day (Reception ) Use new vocabulary in different contexts	*Forest School activity* Confidently and safely use a range of large and small apparatus indoors	Write some letters accurately (3 and 4yr olds) Form lower-case and capital letters correctly	Read a few common exception words matched to the school's phonic programme (Reception )	*White Rose. Spring Phase 5- Growing 6, 7, 8. MAKING PAIRS* Say one number for each item	Draw information from a simple map (Reception ). <b>Look at an aerial view of</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings	*See PD activity*.	Playing and Exploring- Reach for and accept objects. Make choices and explore different resources



	<p><b>of reason why they are loved. What are they good at? What is good about them</b></p>	<p>(Reception )  <b>Make heart shaped biscuits. Follow recipe and learn new vocabulary .</b></p>	<p>and outside, alone and in a group (Reception ).  <b>Prompt children to use large apparatus outside to create a tractor to help the Little Red Hen with her work. They could use crates, pipes or tyres and work as a group.</b></p>	<p>(Reception )  Spell words by identifying the sounds and then writing the sound with letter/s (Reception )  Challenge: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (Reception )  <b>Linked to 'Little Red Hen'- being kind to others</b></p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception )  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception )  <b>Letters and Sounds</b></p>	<p>in order: 1,2,3,4,5 (3 and 4yr olds)  Count objects, actions and sounds (Reception )  Challenge: Count beyond ten (Reception )  <b>Chn to have small quantity of objects and to put objects in pairs. How many pairs? Show how they can be some left over in an odd group. Challenge: Count sets</b></p>	<p><b>your school. Can the children see any land which could be a farm? Can they say why they think that? Discuss your local area.</b></p>	<p>(Reception ).  <b>Valentines Day Cards</b></p>		<p>and materials  <b>Loose parts</b></p> <p>Creating and thinking critically- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. <b>Pictures of different uniforms and objects. Match together. Which 'person who helps</b></p>
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				<p><i>and Valentine's Day- love. Children to write what is love.</i></p> <p>Write some letters accurately (3 and 4yr olds) Form lower-case and capital letters correctly (Reception ) Challenge: Spell words by identifying the sounds and then writing the sound with letter/s (Reception )</p>	<p><i>and Bug Club Phonics. Phase 3, week 3. Teach four consonant digraphs- ch sh th ng. Practise reading and writing captions and sentences. Practise reading two-syllable words. Teach phase 3 tricky words- he, she AND we, me, be.</i></p>	<p><i>of pairs above ten</i></p> <p>*White Rose. Spring Phase 5- Growing 6, 7, 8. COMBINING 2 GROUPS* Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') (3 and 4 yr olds) Count objects, actions and</p>				<p><i>us' do they belong to?</i></p>
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*Write  
Valentine's  
Day  
cards.*

sounds  
(Reception  
)  
Challenge:  
Subitise  
(Reception  
)  
*Chn to  
count to  
find the  
total of  
two groups  
of objects  
up to 10.  
Challenge:  
Chn to  
subitise  
two groups  
in order  
to find  
the  
total.  
\*White  
Rose.  
Spring  
Phase 5-  
Growing 6,  
7, 8.  
COMBINI  
NG 2  
GROUPS\**

						<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') (3 and 4 yr olds)</p> <p>Count objects, actions and sounds (Reception )</p> <p>Challenge: Subitise (Reception )</p> <p><i>Show chn animal farm picture with different</i></p>				
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						<p><i>groups/amount of animals. Ask children how many cows? How many ducks? How many cows and ducks are there altogether? Challenge: Children to subitise and reason</i></p>				
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**Reception - Spring Celebrations - Medium Term Planning - Spring 2 (2023-2024)**

<u>Week</u>	<u>PSED</u>	<u>Communication &amp; Language</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Phonics</u>	<u>Mathematics</u>	<u>Understanding of the world</u>	<u>Expressive arts &amp; design</u>	<u>Forest School</u>	<u>COETL</u>
<u>1-19.02.24</u>	Think about the perspectives of others (Reception) <b>Thinking about Pancake Day.</b>	Understand how to listen carefully and why listening is important (Reception) <b>Play game. "I'm going</b>	Develop their small motor skills so that they can use a range of tools competently, safely and	Write some letters accurately (3 and 4yr olds) Form lower-case and capital letters correctly	Read a few common exception words matched to the school's phonic programme (Reception)	*White Rose. Spring Phase 5- Growing 6, 7, 8. LENGTH AND HEIGHT* Make comparison	*Forest School activity* Describe what they see, hear and feel whilst outside (Reception)	Create collaboratively sharing ideas, resources and skills (Reception) <b>Provide children</b>	*See UW activity*.	Active Learning- Use a range of strategies to reach a goal they set themselves

	<p><b>What do you like on your pancakes? Does it matter if we don't like the same. Discuss how it is ok to have different likes and dislikes.</b></p>	<p><b>to the shops and I'm going to buy....." continue it around a small group.</b></p>	<p>confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception)</p> <p><b>Children to use tools to make pancakes.</b></p>	<p>(Reception) Challenge: Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p> <p><b>Write a shopping list of ingredients needed to make a pancake</b></p> <p>Write some letters accurately (3 and 4yr olds) Form lower-case and capital letters correctly</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception)</p> <p><b>Letters and Sounds</b></p>	<p>s between objects relating to size, length, weight and capacity (3 and 4yr olds) Compare length, weight and capacity (Reception).</p> <p><b>Chn to have different lengths of paper. Chn to use language of longer and shorter to compare.</b> *White Rose. Spring Phase 5- Growing 6,</p>	<p><b>Sit/lie outside in the FS area. What can children see, hear, feel?</b></p>	<p><b>with pancake ingredients for them to mix.</b></p>		<p><b>Construction resources to make hospital, school, police station etc.</b></p> <p>Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit</p>
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			<p>(Reception )          Spell words by identifying the sounds and then writing the sound with letter/s          (Reception )          Challenge: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop          (Reception )  <i>Chn to write an instruction on how</i></p>	<p><i>and Bug Club Phonics. Phase 3, week 4. Teach four of the vowel digraphs- ai ee igh oa. Practise reading and writing captions and sentences. Practise reading two-syllable words. Teach phase 3 tricky words- he, she, we, me, be AND was.</i></p>	<p>7, 8. LENGTH AND HEIGHT*          Make comparisons between objects relating to size, length, weight and capacity (3 and 4yr olds)          Compare length, weight and capacity (Reception )  <i>Chn to build tower blocks and then compare the height using language, taller and shorter.</i></p>				<p><i>Coloured compare bears to put in the correct order on the sheets.</i></p>
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***make a  
pancake.***  
Write  
some  
letters  
accurately  
(3 and 4yr  
olds)  
Form  
lower-case  
and capital  
letters  
correctly  
(Reception  
)  
Spell  
words by  
identifying  
the sounds  
and then  
writing the  
sound with  
letter/s  
(Reception  
)  
Challenge:  
Write  
short  
sentences  
with words  
with known  
letter-

				<p>sound correspondences using a capital letter and full stop (Reception)</p> <p><i>Linked to lent. Chn to write something they will either give up or do more of.</i></p>						
<p><u>2 -</u> <u>26.02.24</u></p>	<p>See themselves as a valuable individual (Reception)</p> <p><i>With links to UW. Discuss how we are all different and may have</i></p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Reception)</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education</p>	<p>SALT Assessments</p> <p>Write some letters accurately (3 and 4yr olds)</p> <p>Form lower-case and capital letters correctly</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception)</p> <p>Spell words by identifying the sounds</p>	<p>*White Rose. Spring Phase 6-Building 9 and 10. 9 AND 10*</p> <p>Recite numbers past 5 (3 and 4yr olds)</p> <p>Count objects, actions and</p>	<p>Understand that some places are special to members of their community (Reception)</p> <p><i>Visit to the mosque.</i></p>	<p>*Forest School Activity*</p> <p>Develop storylines in their pretend play (Reception)</p> <p><i>Chn to play in role play area</i></p>	<p>*EAD Activity*</p> <p>Explore and engage in music making and dance, performing solo or in groups (Reception)</p> <p><i>In small groups or on their</i></p>	<p>Creating and Thinking Critically-Concentrate on achieving something that's important to them. They are increasingly able to control</p>

	<p><b>different beliefs. Learn that this is ok and that we are still valued by all.</b></p>	<p><b>Read a focus story to chn and then get their partner what happened in the story.</b></p>	<p>sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception) <b>Competitive sports games</b></p>	<p>(Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Challenge: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (Reception) <b>Mosque visit recount.</b></p>	<p>and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception) <b>Letters and Sounds and Bug Club Phonics. Phase 3,</b></p>	<p>sounds (Reception) Understand the 'one more than/one less than' relationship between consecutive numbers (Reception) Challenge: Link the number symbol (numeral) with its cardinal number value (Reception) <b>Watch Numberblocks 9-</b> <a href="https://www.bbc.co.uk/iplayer/episode/b">https://www.bbc.co.uk/iplayer/episode/b</a></p>			<p><b>own chn to make music, dance or sing. Chn to use natural resources to support and then perform to the rest of the group.</b></p>	<p>their attention and ignore distractions. <b>Indoor and outdoor role play areas to be set up.</b>  Active Learning- Keep on trying when things are difficult. <b>Chn to set up the water guttering to transport water from one end to the other.</b></p>
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week 5.  
Teach  
four more  
vowel  
digraphs-  
oo oo ar  
or  
Practise  
reading  
and  
writing  
captions  
and  
sentences.  
Practise  
reading  
two-  
syllable  
words.  
Teach  
phase 3  
tricky  
words-  
he, she,  
we, me,  
be, was  
AND my.

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umberbloc  
ks-series-  
2-nine](https://www.bbc.co.uk/iplayer/episode/b08phbzc/numberblocks-series-2-nine)  
Chn to  
count 9  
objects.  
Chn to  
learn what  
is one  
more/less  
than 9.  
Challenge:  
Chn to  
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ks-series-  
2-ten](https://www.bbc.co.uk/iplayer/episode/b08phr1q/numberblocks-series-2-ten)

						<p><i>Chn to count 10 objects. Chn to learn what is one more/less than 10. Challenge: Chn to match te numeral 10 to group of objects.</i></p>				
<p><b>3 - 05.02.24</b></p>	<p>Manage their own needs (Reception ). <b>Think about what the weather is like it spring. Show chn a selection of clothing. What</b></p>	<p>Learn new vocabulary (Reception ). Use new vocabulary through the day (Reception ). <b>Show chn pictures related to Spring. What words</b></p>	<p>Develop the foundation s of a handwritin g style which is fast, accurate and efficient (Reception ) <b>Handwritin g practice.</b></p>	<p>Write some letters accurately (3 and 4yr olds) Form lower-case and capital letters correctly (Reception ) Spell words by identifying</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception ) Spell words by identifying the sounds and then</p>	<p><b>*White Rose. Spring Phase 6- Building 9 and 10. BONDS 10* Know that the last number reached when counting a small set of objects</b></p>	<p><b>*Forest School activity* Understan d the effect of changing seasons on the natural world around them (Reception ) Discuss seasonal</b></p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception ) <b>Spring object outlines. Chn to use</b></p>	<p><b>*See UW activity*.</b></p>	<p>Playing and exploring- Bring their own interests and fascination s into early year settings. This helps them to develop their learning.</p>

	<p>would be good to wear outside and what wouldn't be so good. Why? When would you wear that?</p>	<p>could we use to describe what we can see?</p>		<p>the sounds and then writing the sound with letter/s (Reception ) Challenge: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (Reception ) <b>Chn to write about what happens in Spring. What changes take place?</b></p>	<p>writing the sound with letter/s (Reception ) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception ) <b>Letters and Sounds and Bug Club Phonics. Phase 3, week 6.</b></p>	<p>tells you how many there are in total ('cardinal principle') (3 and 4 yr olds) Explore the composition of numbers to 10 (Reception ) Challenge: Automatically recall number bonds for numbers 0-10 (Reception ) <b>Give chn a 10 frame. How many dots are there? How many more</b></p>	<p>changes. How do we know it is Spring?</p>	<p>materials to fill object. Similar to this- <a href="https://www.tes.com/teaching-resource/modern-art-easter-colouring-templates">https://www.tes.com/teaching-resource/modern-art-easter-colouring-templates</a> = <a href="https://www.tes.com/teaching-resource/modern-art-easter-colouring-templates">11238754</a></p>		<p>Porridge oats and milk/water . Mixing different quantities together. How does more/less liquid change the porridge.  Creating and thinking critically- Sort materials. For example, at tidy-up time, children know how to put different construction materials</p>
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				<p>Re-read what they have written to check that it makes sense (Reception )</p> <p><i>Chn to read their written work from previous lesson to other chn in small groups.</i></p> <p>Write some letters accurately (3 and 4yr olds) Form lower-case and capital letters correctly</p>	<p><i>Teach four more vowel digraphs- ur ow oi ear</i></p> <p><i>Practise reading and writing captions and sentences.</i></p> <p><i>Practise reading two-syllable words.</i></p> <p><i>Teach phase 3 tricky words- he, she, we, me, be, was, my AND you.</i></p>	<p><i>objects need to be added to make 10?</i></p> <p><i>Challenge: To recall number bonds to 10</i></p> <p><i>Chn to make 10 using two different numicoms. What two numbers make 10.</i></p> <p><i>Challenge: To recall number bonds to 10</i></p>				<p>in separate baskets</p> <p><i>Sort the different objects from 'Goldilocks and the three bears' into who they belong to, thinking about size and even objects which are in the story which can't be included.</i></p>
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				(Reception ) Challenge: Spell words by identifying the sounds and then writing the sound with letter/s (Reception ) <i>Show chn a suitcase. I am going on holiday. What clothes do I need to pack for the weather in Spring? Chn to write a list.</i>						
<b>4 - 11.03.24</b>	Show resilience and	Engage in story times	Combine different movements	Blend sounds into words, so	Read a few common exception	*White Rose. Spring	*Forest School activity*	Sing in a group or on their own,	*See UW activity*	Active Learning- Begin to



	<p>perseverance in the face of challenge (Reception )</p> <p><b>Chn work together to complete Easter puzzles</b></p>	<p>(Reception )</p> <p><b>Read the Easter story to chn</b></p>	<p>with ease and fluency (Reception )</p> <p><b>Cosmic Kids Yoga. Spring and Easter- <a href="https://www.youtube.com/watch?v=kxk78inN-3Y">https://www.youtube.com/watch?v=kxk78inN-3Y</a></b></p>	<p>that they can read short words made up of known letter-sound correspondences (Reception )</p> <p>Challenge: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception )</p>	<p>words matched to the school's phonic programme (Reception )</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception )</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary,</p>	<p>Phase 6-Building 9 and 10. 3D SHAPE* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' (3 and 4yr olds)</p> <p>Challenge: Select, rotate and</p>	<p>Explore the natural world around them (Reception )</p> <p><b>What can you find in the Forest School area?</b></p>	<p>increasingly matching the pitch and following the melody (Reception )</p> <p><b>Learn Easter songs and rhymes from Twinkl-Christian Easter Hymns, Songs and Rhymes Pack</b></p>	<p>correct their mistakes themselves . For example, instead of using increasingly force to push a puzzle piece into the slot, they try another piece to see if it will fit.</p> <p><b>Marble run</b></p> <p>Playing and exploring-Guide their own thinking and actions by actions by talking to themselves</p>
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			<p><b>Chn to read words linked to Easter Challenge:</b> Twinkl- Phase 3 Easter Pictures and Captions Matching Worksheet</p> <p>Write some letters accurately (3 and 4yr olds) Form lower-case and capital letters correctly (Reception ) Spell words by identifying</p>	<p>a few exception words (Reception ) Letters and Sounds and Bug Club Phonics. Phase 3, week 6. Teach four more vowel digraphs- ar or ur ow. Practise reading and writing captions and sentences. Practise reading two-syllable words. Teach</p>	<p>manipulate shapes in order to develop spatial reasoning skills (Reception ) Chn to be able to identify 3D shapes. Challenge: Chn to understand that a 3D shape is still that shape regardless of size, colour and rotation Chn to sort 3D shapes into groups.</p>				<p>while playing. For example, a child doing a jigsaw puzzle might whisper under their breath: "Where does that one go?- I need to find the big horse." Easter themed small world area.</p>
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				<p>the sounds and then writing the sound with letter/s (Reception )</p> <p>Challenge: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (Reception )</p> <p><b>Read Easter story again to chn. Chn to choose picture from part of the story and</b></p>	<p><b>phase 3 tricky words- he, she, we, me, be, was, my, you AND they.</b></p>	<p><b>Challenge: Chn to understand that a 3D shape is still that shape regardless of size, colour and rotation</b></p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners';</p>				
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				<i>write what is happening.</i>		'straight', 'flat', 'round' (3 and 4yr olds) Challenge: Select, rotate and manipulate shapes in order to develop spatial reasoning skills (Reception) Challenge: Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can				
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						(Reception ) 3D shape pictures. What 2D shape faces do 3D shapes have? Challenge: Chn to get a 3D shape and describe it's faces using 2D shape name				
<b>5 - 18.03.24</b>	Build constructive and respectful relationships (Reception ) <b>In small groups chn to work together story</b>	Describe events in some detail (Reception ) <b>Chn to follow instructions and make chocolate Easter</b>	Progress towards a more fluent style of moving, with developing control and grace (Reception )	Write some letters accurately (3 and 4yr olds) Form lower-case and capital letters correctly (Reception )	Read a few common exception words matched to the school's phonic programme (Reception ) Spell words by	*White Rose. Spring Phase 6-Building 9 and 10. PATTERN (2)* Extend and create ABAB patterns - stick, leaf,	*Forest School activity* Draw information from a simple map (Reception ) <b>Easter egg hunt in the Forest School</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception )	*See UW activity*.	Playing and exploring- Plan and think ahead about how they will explore or play with objects <b>Stacking cups</b>

	<p><b>sequence the Easter Story.</b></p>	<p><b> nests for Easter party. Afterward s can chn talk through what they did?</b></p>	<p><b> Twinkl Easter Themed Fitness Station Activity Cards</b></p>	<p>Challenge: Spell words by identifying the sounds and then writing the sound with letter/s (Reception )  <b>Write Easter cards.</b>   Write some letters accurately (3 and 4yr olds)  Form lower-case and capital letters correctly (Reception )  Spell words by identifying the sounds</p>	<p>identifying the sounds and then writing the sound with letter/s (Reception )  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception )  <b>Letters and Sounds and Bug Club</b></p>	<p>stick, leaf (3 and 4yr olds)  Continue, copy and create repeating patterns (Reception )  <b>Chn to continue pattern- AAB, ABB</b>  <b>Challenge: Chn to continue a more complex pattern- AABB, ABBBB</b>   *White Rose. Spring Phase 6- Building 9 and 10. PATTERN (2)*</p>	<p><b>area. Chn to have map of Forest School area and read to see where the eggs are hidden.</b></p>	<p><b>Easter cards</b></p>		<p>Playing and exploring- Reach for and accept objects. Make choices and explore different resources and materials  <b>Explore and play with slime</b></p>
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				<p>and then writing the sound with letter/s (Reception )</p> <p>Challenge: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (Reception )</p> <p>Write invitations to Easter party.</p>	<p><b>Phonics. Phase 3, week 6. Teach four more vowel digraphs- oi ear air. Practise reading and writing captions and sentences. Practise reading two-syllable words. Teach phase 3 tricky words- he, she, we, me, be, was, my, you AND they.</b></p>	<p>Notice and correct an error in a repeating pattern (3 and 4yr olds)</p> <p>Continue, copy and create repeating patterns (Reception )</p> <p>Show chn a pattern with mistake. What is wrong with the pattern? Show two patterns. What are different about the patterns?</p>				
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