

**Reception - Spring Celebrations & Farming - Medium Term Planning- Spring 1 (2025/2026)**

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 06.0 1.25	Think about the perspectives of others (Reception)  <b>Hold a vote for favourite farm animals. Can the</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	Revisit and refine the fundamental movement skills they have already acquired: - rolling - walking	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).  Squash Squeeze Crowded Spacious  Drawing Club: Story Books - A squash and a squeeze.  LO: Drawing Club – Character Stem Sentence: She feels...because...  LO: Drawing Club – Setting	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 correspondences and, where necessary, a few exception words (Reception)  <b>Letters and Sounds and Bug</b>	NCETM: Mastering Number - Week 11 - Subitising  Fast recognition of up to 3 objects, without having to count them individually ('subitising').(3-4 year olds).  Subitise. (Reception).  Explore the composition of numbers to 10. (Reception).  LO: To match dot arrangements of 3, 4 and 5 and match them to the correct numeral. Lesson 1  LO: To recognise dice patterns to 6 and play a simple track game. Lesson 3	<b>4-day week.</b>	Sing in a group or on their own, increasing ly 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>Teacher role play area</b>  Creating and thinking 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><b>children</b> <b>put a peg on the picture of their favourite animal?</b> <b>Talk about the results of the vote.</b> <b>Did everyone like the same animal?</b></p>	<p>to them (Reception). <i>Children to play "I'm thinking of an animal" game and others have to guess what animal they are describing.</i></p>	<p>- running - skipping - crawling, jumping, hopping, climbing (Reception) · <b>Move around like different animals.</b></p>	<p>SS: I can see... The house is...  LO: Drawing Club – Adventure Time – What animals were in the old woman's house? SS: The problem is... There are too many...  LO: Drawing Club – Adventure Time – Draw the animals back in the farmyard. SS: Now the house is... The animals have gone and...  LO: Drawing Club – Adventure Time. The wise old man has one more idea – who else can join the old woman in her house? SS: The wise old man took a...to the old woman's house...</p>	<p><b>Club Phonics.</b> <b>Phase 2, week 6.</b> <b>Revision of all phase 2 sounds, high frequency and tricky words taught so far.</b> <b>For reading words, captions.</b> <b>For spelling words, captions.</b></p>
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	<b>Talk about everyone having their own choices.</b>									
2 12.0 1.25	*Forest School activity* Develop appropriate ways of being assertive (3 and 4yr olds).  <b>Children to learn the male and female names of farm animals.</b>	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.	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).  <b>Cramped</b> <b>Cottage</b> <b>Stuck</b> <b>Noisy</b>  Drawing Club: A squash and a squeeze.	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 correspondences and, where necessary, a few exception words (Reception)	NCETM: Mastering Number - Week 12 - Counting, Cardinality & Ordinality  Say one number for 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 ('cardinal principle').. (3-4 year olds). Link the number symbol (numeral) with its cardinal number value. (Reception)	Recognise that people have different beliefs and celebrate special times in different ways (Reception)	Create collaboratively sharing ideas, resources and skills (Reception).  <b>Encourage the children to use a</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 lunch when they see the table being set, or get their coat when the door to outdoor area opens  <b>Morning timetable. Chn to</b>

<p>Identify and moderate their own feelings socially and emotionally (Reception).</p> <p>Children work together and match farm animals and their young.</p>	<p>ssfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception).</p>	<p>LO: Drawing Club – Character Stem Sentence: She feels...because...</p> <p>LO: Drawing Club – Setting SS: I can see... The house is...</p> <p>LO: Drawing Club – Adventure Time – What animals were in the old woman's house?</p> <p>SS: The problem is... There are too many...</p> <p>LO: Drawing Club – Adventure Time – Draw the animals back in the farmyard.</p> <p>SS: Now the house is... The animals have gone and...</p> <p>LO: Drawing Club – Adventure Time. The wise old man has one more idea – who can join the old woman in her house?</p>	<p><b>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 1-6 and phase 2 tricky words.</b></p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception)</p> <p>LO: To build tower blocks to 5 and talk about what they notice. E.g. it looks like stairs. Lesson 2</p> <p>LO: To represent the staircase pattern in different ways. Challenge: Identify the differences. Lesson 4</p>	<p>Linked to Christmas. Discuss how people of different beliefs celebrate special times in different ways.</p>	<p>range of joining techniques to make a fence for some small world farm animals.</p>	<p>sequence own timetable during CIL.</p> <p>Playing and exploring- Bring their own interest that they have been previously taught.</p> <p>Wet sand and gravel. Provide chn with buckets, spades. Can they move sand from one container to another?</p>
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	<i>together.</i>		<b>Cosmic Kids Yoga (on the farm)</b> - <a href="https://www.youtube.com/watch?v=YKmRB2Z3g2s">https://www.youtube.com/watch?v=YKmRB2Z3g2s</a>	SS: The wise old man took a...to the old woman's house...						
3 19.0 1.25	*First School activity* Express their feelings and consider the feelings <i>Explore where</i>	Connect one idea or action to another using a range of connective (Reception)	Further develop and refine a range of ball skills including: throwing,	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)	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)	<b>White Rose Maths - Spring, week 3 - Mass &amp; capacity</b>  Make comparisons between objects relating to size, length, weight and capacity. (3-4 year olds) Compare length, weight and capacity. (Reception).  LO To find objects and describe the weight.	Recognise some similarities and differences between life in this	Explore and engage in music making and dance, performing solo or in groups (Reception).	*See PSED activity*.	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>gs of others (Reception)</p> <p><i>Challenge the children to create pictures of farm animals using loose parts. Can they decide as a group which animal to create? For example, 'Hens lay eggs on the farm, then the farmer collects</i></p>	<p><b>food comes from.</b></p> <p><b>Where Does Food Come From?</b></p> <p><b>Twinkl PowerPoint may help.</b></p> <p><b>Then, encourage children to use connectives to explain what they have found out. For example, 'Hens lay eggs on the farm, then the farmer collects</b></p>	<p>catching, kickin g, passin g, and aiming (Reception)</p> <p>Develop confidence, competence, precision and accuracy when engagi ng in activit ies that involve a ball (Reception)</p> <p><b>Play a</b></p>	<p>Challenge: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (Reception)</p> <p>Drawing Club: Story books - The Enormous Turnip.</p> <p><b>Enormous Teamwork</b></p> <p><b>Strong Heavy</b></p> <p>LO: Drawing Club - Character. What did the old man do? SS: The old man planted a turnip seed in his garden.</p> <p>LO: Drawing Club - Setting. The garden with the turnip growing.</p> <p>SS: The turnip is growing in...</p>	<p>Challenge: use appropriate language e.g. the stone is heavier than the pencil.</p> <p><i>Read 'Balancing Act' by Ellen Stoll Walsh</i></p> <p><i>Then chn to be human scales and hold each item. Chn raise or lower hand to represent the item which is lighter and the item which is heavier. Then measure items using balancing scales.</i></p> <p><i>LO: To compare weights using our arms to represent the difference.</i></p> <p>NCETM: Mastering Number - Week 13 - Composition</p> <p>Show finger numbers up to 5. (3-4 year olds).</p> <p>Explore the composition of numbers to 10. (Reception)</p> <p>Subitise. (Reception).</p> <p><i>LO: To find ways to partition a set of 5. Lesson 3.</i></p>	<p><b>country and life in other countries</b></p> <p><b>(Reception)</b></p> <p><b>Discuss what is farmin g.</b></p> <p><b>What is farmed ?</b></p> <p><b>Where does food come from?</b></p> <p><b>Link to differe nt jobs people have in differe nt countries.</b></p>	<p><b>Use 'Farmer 's in His Den' Headbands to encourage the children to act out the song to their own music.</b></p>	<p>Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasing force to 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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	them and puts the eggs into boxes to go to the shop.'	farm - them ed throw ing and catch ing game with a beach ball. Explanation to the children that they have to pass the ball to each other and	Challenge: The turnip is growing in...next to the...  LO: Drawing Club - Adventure Time. The old man cannot pull the turnip out! SS: The old man cannot pull the enormous turnip out of the ground.  LO: Drawing Club - Adventure Time. The old man needs help! Who is helping him? SS: The old man and his family worked as a team to pull the turnip out.  LO: Drawing Club - Adventure Time. A new character has come to help! SS: The big strong...pulled the turnip out!		LO: To find ways to partition a set of 5 and explain the parts. Lesson 4			

4 26.0 1.25	Manage their own needs (Reception)  Ask the children to put their hands Read 'The Little Red Hen'	Listen to and talk about stories to build familiarity and understanding (Reception)  Read 'The Little Red Hen'	Develop overall body-strength, balance, co-ordination and agility (Reception)	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	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	NCETM: Mastering Number - Week 14 - Composition  Show finger numbers up to 5 (3-4 year olds).  Explore the composition of numbers to 10. (Reception).  Subitise. (Reception).   <i>LO: To use double dice frames to represent 6 as 5 and 1 more. Lesson 2.</i>	Understand the effect of changing seasons on the natural world around them (Reception)	Return to and build on their previous learning, refining ideas and developing their ability to represe	Return to and build on their previous learning, refining ideas and developing their ability to represe	Active Learning- Review their progress as they try to achieve a goal. Check how well they are doing.  <i>Puzzles</i>  Active Learning- Use a range of strategies to reach a goal they have set themselves.

<p>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</p>	<p>to children.</p>	<p>Chalk some fields and fences on the ground and provide colour ed chalks for the children to fill the farm with animal s of their choice .</p>	<p>words with known letter-sound correspondences using a capital letter and full stop (Reception)</p> <p>Drawing Club: Story books - The Enormous Turnip.</p> <p>Bigger Tiny Roots Leaves</p> <p>LO: Drawing Club - Character. What did the old man do? SS: The old man planted a turnip seed in his garden.</p> <p>LO: Drawing Club - Setting. The garden with the turnip growing. SS: The turnip is growing in... Challenge: The turnip is growing in...next to the...</p>	<p>known letter-sound correspondences and, where necessary, a few exception words (Reception)</p> <p><i>Letters and Sounds and Bug Club Phonics. Phase 3, week 3. Teach four consonant digraphs- ch sh th ng.</i></p> <p>Practise reading and writing captions and sentences. Practise reading two-syllable words. Teach phase 3 tricky words- he, she AND we, me, be.</p>	<p><b>LO: To use the double dice frame to represent 7 as 5 and 2 more. Lesson 3.</b></p>	<p>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.</p>	<p>nt them (Reception)</p> <p>Create large collage farm animals .</p> <p>Provide a range of materials for children to experiment with.</p> <p>Then, display the final animals in your setting.</p>	<p>nt them (Reception)</p> <p>Make a house for a woodland animal.</p> <p>Thinking about how to care for animals and their needs.</p>	<p><b>Who can make the tallest tower? Chn to have a choice of construction resources to use.</b></p>
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<p>to wash hands properly so all the flour is washed away. Prompt children to do this too and manage their own needs independently.</p>			<p>LO: Drawing Club - Adventure Time. The old man cannot pull the turnip out! SS: The old man cannot pull the enormous turnip out of the ground.</p> <p>LO: Drawing Club - Adventure Time. The old man needs help! Who is helping him? SS: The old man and his family worked as a team to pull the turnip out.</p> <p>LO: Drawing Club - Adventure Time. A new character has come to help! SS: The big strong...pulled the turnip out!</p>							
<p>5 02.0 2.25</p>	<p>Manage their own vocabulary</p>	<p>Learn new vocabulary</p>	<p>Develop the foundations</p>	<p>Write some letters accurately (3 and 4yr olds)</p>	<p>Read a few common exception words matched to the school's phonic</p>	<p>NCETM - Mastering Number - Week 15 - Comparison</p>	<p>*Forest School activity *</p>	<p>Explore, use and refine a variety</p>	<p>*See UW activity *.</p>	<p>Playing and exploring- Bring their own interests and</p>

<p>needs (Reception). <b>Think about what the weather is like it spring.</b> <b>Show chn a selection of clothing.</b> <b>What would be good to wear outside and what wouldn't be so good.</b> <b>Why? When</b></p>	<p>(Reception). Use new vocabulary through the day (Reception). <b>Show chn pictures related to Spring.</b> <b>What words could we use to describe what we can see?</b></p>	<p>of a handwriting style which is fast, accurate and efficient (Reception). <b>Handwriting practice.</b></p>	<p>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 correspondences and, where necessary, a few exception words (Reception). <b>Letters and Sounds 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.</b> <b>Practise reading two-syllable words.</b> <b>Teach phase 3 tricky words- he, she, we, me, be AND was.</b></p>	<p>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 correspondences and, where necessary, a few exception words (Reception). <b>Letters and Sounds 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.</b> <b>Practise reading two-syllable words.</b> <b>Teach phase 3 tricky words- he, she, we, me, be AND was.</b></p>	<p>Compare quantities using language 'more than' or 'fewer than'. (3-4 year olds).  Compare numbers. (Reception). <b>Subitise.</b> (Reception).  LO: To compare quantities using language 'more than' or 'fewer than'. Lesson 2  LO: To compare quantities and use language 'an equal number'. Lesson 4</p>	<p>Understand the effect of changing seasons on the natural world around them (Reception) <b>Spring object outlines</b> <b>Discuss seasonal changes. How do we know it is Spring?</b></p>	<p>of artistic effects to express their ideas and feelings (Reception)</p>	<p><b>Porridge oats and milk/water.</b> <b>Mixing different quantities together. How does more/less liquid change the porridge.</b>  <b>Creating and thinking critically- Sort materials.</b> For example, at tidy-up time, children know how to put different construction materials in separate baskets <b>Sort the different objects from 'Goldilocks and the three bears' into who they belong to, thinking about size and even</b></p>
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	<i>would you wear that?</i>			<p>LO: Drawing Club - Setting/Characters. The animals would not help the Little Red Hen.</p> <p>SS: The Hen was cross because...</p> <p>LO: Drawing Club: Adventure Time. The Hen has baked the bread.</p> <p>SS: The Hen did not share the bread with the animals.</p> <p>LO: Drawing Club: Adventure Time. A new helpful animal joined the farm. Who could it be?</p> <p>SS: The mouse helped the hen and the hen...</p>			<a href="#"><u>g-templates-112387</u></a> <u>54</u>		<i>objects which are in the story which can't be included.</i>
6 09.0 2.25	See them selves as a valuable individual	Use new vocabulary through the day (Reception) Use new vocabulary	*First School activity* Confidently and	<p>Write some letters accurately (3 and 4yr olds)</p> <p>Form lower-case and capital letters correctly (Reception)</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception)</p> <p>Spell words by identifying the</p>	<p>White Rose Maths – Spring, week 6 – Length, height &amp; time</p> <p>Make comparisons between objects relating to size, length, weight and capacity (3 and 4yr olds)</p> <p>Compare length, weight and capacity (Reception).</p>	<b>Draw information from a simple map</b>	Explore, use and refine a variety of artistic effects to	*See PD activity *.

<p>(Reception). Linked to Valentine's Day. Chn to think of reason why they are loved. What are they good at? What is good about them</p>	<p>y in different contexts (Reception) Make heart shaped biscuits. Follow recipe and learn new vocabulary.</p>	<p>safely use a range of large and small apparatus and outdoors and outside, alone and in a group (Reception). Prompt children to use large apparatus outside to create a tractor to</p>	<p>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)</p>	<p>Drawing Club: Story books - The Little Red Hen.  Grow Harvest Helpful Unfair</p>	<p>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) <i>Letters and Sounds and Bug Club Phonics. Phase 3, week 5. Teach four more vowel digraphs- oo oo ar or Practise reading and writing captions and sentences.</i> <i>Practise reading two-syllable words.</i> <i>Teach phase 3 tricky words- he, she, we, me, be, was AND my.</i></p>	<p>LO: To use language of 'longer' or 'shorter than' to compare different lengths of paper.  LO: To build a tower block and compare height using language 'taller than' or ' shorter than'.</p>	<p>(Reception). Look at an aerial view of your school. Can the children see any land which could be a farm? Can they say why they think that? Discuss your local area.</p>	<p>express their ideas and feelings (Reception). Valentines Day Cards</p>	<p>Loose parts  Creating and thinking critically- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Pictures of different uniforms and objects. Match together. Which 'person who helps us' do they belong to?</p>
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		<p><i>help the Little Red Hen with her work. They could use crates ,</i></p> <p><i>pipes or tyres and work as a group.</i></p>	<p>help the Little Red Hen. SS: The Hen was cross because...</p> <p>LO: Drawing Club: Adventure Time. The Hen has baked the bread. SS: The Hen did not share the bread with the animals.</p> <p>LO: Drawing Club: Adventure Time. A new helpful animal joined the farm. Who could it be? SS: The mouse helped the hen and the hen...</p>						

**Reception - Spring Celebrations & Farming - Medium Term Planning- Spring 2 (2025/26)**

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 23.0 2.25	Think about the perspectives of others (Reception)  Children to discuss how Oliver feels throughout the story and	Understand how to listen carefully and why listening is important (Reception)  *See PD Activity.*	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	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	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)	White Rose Maths – Spring, week 6 – Length, height & time  Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... (3-4 year olds).  Compare length, weight and capacity. (Reception)  LO:: To work in teams to see who can build the tallest tower in 1 minute. (Read five minutes peace by Jill Murphy).	*Forest School activity*  Describe what they see, hear and feel whilst outside (Reception)  <b>Children are to go outside and explore the school garden &amp; any plants growing. Look, touch and smell the plants.</b>	Create collaboratively sharing ideas, resources and skills (Reception)  <b>Build a garden scene using junk modelling resources - e.g.</b>	*See UW activity*.	Active Learning- Use a range of strategies to reach a goal they set themselves  <b>Construction resources to make hospital, school, police</b>

<p>give reasoning. Talk about the Vegetables that they like/dislike and why.</p> <p>Children are to begin to understand that others can have different likes/dislikes.</p>	<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception)</p> <p><b>Vegetable preparation station!</b> Children can have a go at cutting, peeling, stirring &amp; transferring</p>	<p>letter-sound correspondences using a capital letter and full stop (Reception)</p> <p>Drawing Club: Story books - Oliver's Vegetables.</p> <p><b>Garden Patch Soil Plants</b></p> <p>LO: Drawing Club - Character/Setting. Oliver's Vegetable Patch.</p> <p>SS: In Oliver's Garden, there is...</p> <p>LO: Drawing Club: Setting - focus on Underground vs above. Split the page to draw roots/soil and then draw what is above.</p> <p>SS: Under the ground...</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 and Bug Club</b></p> <p><b>Phonics. Phase 3, week 6.</b></p> <p>Teach four more vowel digraphs- ur ow oi ear</p> <p>Practise reading and writing captions and sentences.</p> <p>Practise reading two-syllable words.</p> <p>Teach phase 3 tricky words- he, she, we,</p>	<p>LO: To sequence the story 'Jasper's Beanstalk' by ordering the days of the week correctly.</p>	<p><i>Children are to talk about what they can see, how they feel and any smells or sounds. Adult to encourage a wide range of vocabulary such as; smooth, rough, damp, crunchy.</i></p>	<p><b>toilet roll tubes cut in half length ways to represent planters.</b></p> <p>Children can add 'soil' using brown tissue paper and 'vegetables' using felt/bottle tops etc.</p>		<p><b>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> <p><b>Coloured compare bears to put in the correct order on the sheets.</b></p>
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			vegetables.	<p>LO: Drawing Club: Adventure time. Oliver digs up some vegetables. How many does he have of each? Which are his favourite?</p> <p>SS: He has 3 carrots and 4 potatoes. His favourites are the...</p> <p>LO: Drawing Club: Adventure Time. Oliver's Plate. What vegetables does he cook and what does he eat them with?</p> <p>SS: Oliver is eating peas and carrots with fish fingers and chips!</p>	me, be, was, my AND you.					
2 02.0 3.15	See themselves as a valuable individual (Reception)  With links to	Retell the story, once they have developed a deep familiarity	Develop the overall body strength, co-ordination, balance	<p>Write some letters accurately (3 and 4yr olds)</p> <p>Form lower-case and capital letters correctly (Reception)</p> <p>Spell words by identifying the</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception)</p>	<p>NCETM - Week 16 - Counting, ordinality &amp; cardinality</p> <p>Know that the last number reached when counting a small set of objects tells you</p>	<p>Understand that some places are special to members of their community (Reception)</p>	<p>*Forest School Activity*</p> <p>Develop storylines in their pretend play</p>	<p>*EAD Activity*</p> <p>Explore and engage in music making and</p>	<p>Creating and Thinking Critically- Concentrate on achieving something that's important to them. They</p>

<p><b>UW.</b> Discuss how we are all different and may have different beliefs. Learn that this is ok and that we are still valued by all.</p>	<p>y with the text; some as exact repetition and some in their own words (Reception)</p> <p>Read a focus topic story to chn and then get chn to tell their partner what happened in the story.</p>	<p>and agility needed to engage successfully with future physical education sessions and other physical disciplines</p> <p>includin g dance, gymnastics, sport and swimming (Reception)</p> <p>Competitive sports games</p>	<p>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>Drawing Club: Story books - Oliver's Vegetables.</p> <p>Cook</p> <p>Chop</p> <p>Pick</p> <p>Fresh</p> <p>LO: Drawing Club - Character/Setting. Oliver's Vegetable Patch.</p> <p>SS: In Oliver's Garden, there is...</p> <p>LO: Drawing Club: Setting - focus on Underground vs</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><i>Letters and Sounds and Bug Club</i></p> <p><i>Phonics. Phase 3, week 6.</i></p> <p>Teach four more vowel digraphs- ar or ur ow.</p> <p>Practise reading and writing captions and sentences.</p>	<p>how many there are in total ('cardinal principle'). (3-4-year-olds).</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception).</p> <p>Explore the composition of numbers to 10. (Reception).</p> <p>Session 2 -</p> <p>LO: To use generalised statements to describe the '5 and a bit' composition of numbers 6-8. E.g. "5 and 1 more makes 6 altogether".</p> <p>Session 3 -</p> <p>LO: To explore the '1 more/1 less' pattern of the base - 10 counting system by ordering the number towers.</p>	<p><b>Visit to the mosque.</b></p>	<p>(Reception )</p> <p><i>Chn to play in role play area</i></p> <p><i>In small groups or on their own chn to make music, dance or sing.</i></p> <p><i>Chn to use natural resources to support and then perform to the rest of the group.</i></p>	<p>dance, performing solo or in groups (Reception)</p>	<p>are increasingly able to control their attention and ignore distractions.</p> <p>Indoor and outdoor role play areas to be set up.</p> <p>Active Learning- Keep on trying when things are difficult.</p> <p>Chn to set up the water guttering to transport water from one end to the other.</p>
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				above. Split the page to draw roots/soil and then draw what is above. SS: Under the ground...  LO: Drawing Club: Adventure time. Oliver digs up some vegetables. How many does he have of each? Which are his favourite? SS: He has 3 carrots and 4 potatoes. His favourites are the...  LO: Drawing Club: Adventure Time. Oliver's Plate. What vegetables does he cook and what does he eat them with? SS: Oliver is eating peas and carrots with fish fingers and chips!	<i>Practise reading two-syllable words. Teach phase 3 tricky words- he, she, we, me, be, was, my, you AND they.</i>				
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3 09.0 3.25	Show resilience and perseverance in the face of challenge (Reception)  <i>Chn work together to complete Easter puzzles</i>	Engage in story times (Reception)  <i>Read the Easter story to chn</i>	Combine different movements with ease and fluency (Reception)  <i>Cosmic Kids Yoga. Spring and Easter- https://www.youtube.com/watch?v=kxk78inN-3Y</i>	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 correspondences using a capital letter and full stop (Reception)  Drawing Club: Story books - Farmer Duck.  <b>Tired</b> <b>Lazy</b> <b>Bossy</b> <b>Fed up</b>  LO: Drawing Club – Character. The Duck is doing jobs.	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 correspondences and, where necessary, a few exception words (Reception)  <i>Letters and Sounds and Bug Club</i>  <i>Phonics. Phase 3, week 6. Teach four</i>	NCETM - Week 17 - Comparison  Subitise. (Reception) Compare numbers. (Reception) Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception)  Lesson 3 - LO: To compare numbers using language 'more than' and provide reasoning.  Lesson 4: To compare numbers using language 'more than' or 'fewer than' and provide reasoning.	Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)  <i>Draw pictures of some of the changes that occur in spring that we notice in the outdoor area.</i>	Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception)  Mothers day cards.	*See EAD Activity *  <i>Marble run</i>	Active Learning- Begin to 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.  Playing and exploring- Guide their own thinking and actions by actions by talking to themselves while playing. For example, a child doing a
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				SS: Farmer Duck is...  LO: Drawing Club – Character. The Lazy Farmer is in bed whilst the Duck is working on the farm.  SS: The Lazy farmer is eating chocolates in bed. The Duck does all the work.  LO: Drawing Club – Adventure Time. Look at Farmer Duck's face and body language. How might he be feeling, and why?  SS: Farmer duck is fed up of doing all the work.  LO: Drawing Club – Adventure Time. The animals chase the farmer away from the farm. Look at the animals altogether. How might they feel and why?	<i>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.</i>					jigsaw puzzle might whisper under their breath: "Where does that one go?- I need to find the big horse." <i>Easter themed small world area.</i>
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				SS: Farmer duck feels happy and the animals share the work.  Re-read what they have written to check that it makes sense (Reception) <i>Chn to read their written work from previous lesson to other chn in small groups.</i>					
4 16.0 3.25	Build constructive and respectful relationships (Reception)  <i>In small groups chn to work together story sequence</i>	Describe events in some detail (Reception)  <i>Chn to follow instructions and make chocolate Easter nests for Easter</i>	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)  Spell words by identifying the sounds and then writing the sound with letter/s (Reception)  Challenge: Write short sentences with words with known	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)  Read words consistent with their phonic knowledge by sound-blending (ELG)  Read aloud simple sentences and books that are	<b>NCETM - Week 18 - Spring 2 - Composition Subitise. (Reception)</b>  <b>Explore the composition of numbers to 10. (Reception)</b>  <b>Lesson 2</b>  <b>LO: To investigate ways of making 7 using 2 parts.</b>  <b>Lesson 4</b>	*Forest School activity*  Explore the natural world around them (Reception)  <i>What can you find in the Forest School area?</i>	Sing in a group or on their own, increasingly matching the pitch and following the melody (Reception)  <i>Learn Easter songs and rhymes from</i>	*See UW activity*  Playing and exploring- Plan and think ahead about how they will explore or play with objects  <i>Stacking cups</i>  Playing and exploring- Reach for and accept

	the Easter Story.	party. Afterwards can chn talk through what they did?	Twinkl Easter Themed Fitness Station Activity Cards	<p>letter-sound correspondences using a capital letter and full stop (Reception)</p> <p>Drawing Club: Story books - Farmer Duck.</p> <p><b>Sad</b> <b>Cheerful</b> <b>Free</b> <b>Happy</b></p> <p>LO: Drawing Club – Character. The Duck is doing jobs. SS: Farmer Duck is...</p> <p>LO: Drawing Club – Character. The Lazy Farmer is in bed whilst the Duck is working on the farm. SS: The Lazy farmer is eating chocolates in bed. The Duck does all the work.</p> <p>LO: Drawing Club – Adventure Time. Look at Farmer Duck's face and body</p>	<p>consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p><b>Letters and Sounds and Bug Club Phonics.</b> <b>RECAP Phase 3. Practise</b></p>	<p><b>LO: To find a way of making 7 and provide reasoning.</b></p>		Twinkl- Christian Easter Hymns, Songs and Rhymes Pack		objects. Make choices and explore different resources and materials
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				language. How might he be feeling, and why? SS: Farmer duck is fed up of doing all the work.  LO: Drawing Club – Adventure Time. The animals chase the farmer away from the farm. Look at the animals altogether. How might they feel and why? SS: Farmer duck feels happy and the animals share the work.	<i>reading and writing captions and sentences.</i> <i>Practise reading two-syllable words.</i> <i>RECAP all phase 3 tricky words.</i>					
5 23.0 3.25	Work and play cooperatively and take turns with others. (ELG) <i>Chn to work together to sequence</i>	Listen attentively and respond to what they hear with relevant questions, comments and actions	Use a range of small tools, including scissors, paintbrushes and cutlery (ELG) <b>Easter</b>	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)	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)  Read words consistent with their phonic knowledge by sound-blending (ELG)  Read aloud simple	White Rose Maths - Spring, Week 11 - 3D Shapes  Talk about and explore 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' (3 and 4yr olds)  Challenge: Select, rotate and manipulate shapes in	<b>*Forest School activity*</b>  Draw information from a simple map (Reception)  <i>Easter egg hunt in the Forest School area. Chn to have map of Forest School area and read</i>	Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception )  <i>Easter cards</i>	<b>*See UW activity*.</b>	Creating and Thinking Critically- Use pretend play to think beyond the 'here and now' and to understand another

	<b>pictures of a story.</b>	when being read to and during whole class discussions and small group interactions (ELG) 'What am I?' spring animals guessing game	<b>themed Cutting activity</b>	<p>Challenge: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (Reception)</p> <p>Drawing Club: Story books - The Very Hungry Caterpillar.</p> <p>Tiny Starving Munching Cocoon Beautiful</p> <p>LO: Drawing Club - Character. SS: The caterpillar is...</p> <p>LO: Drawing Club - Think about the foods he ate. SS: On Monday... Challenge: On Monday...On Tuesday...</p>	<p>sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p><i>Letters and Sounds and Bug Club Phonics.</i></p>	<p>order to develop spatial reasoning skills (Reception)</p> <p><b>LO: To be able to identify 3D shapes.</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><b>LO: To sort 3D shapes into groups.</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>White Rose Maths - Spring, Week 12 - 3D Shapes</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides',</p>	<p><b>to see where the eggs are hidden.</b></p>			<p>perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the toll in lonely and hungry? That's why he's fierce."</p> <p><i>Ice cubes in the water tray. What happens to the ice?</i></p> <p>Playing and exploring- respond to new experience</p>
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