



Reception Medium Term Plan Spring 2 – Traditional Tales

	Week 1 W/B 19 th Feb	Week 2 W/B 26 th Feb	Week 3 W/B 4 th Mar	Week 4 W/B 11 th Mar	Week 5 W/B 18 th Mar	Week 6 W/B 25 th Mar
Events / Info			Mother's day World Book Day	Ramadan		Holi Easter
Focus Book	The Enormous Turnip		The Gingerbread Man		Jack and the Beanstalk	
Communication and Language	To ask questions to find out more. To talk about stories to build familiarity and understanding. To retell the stories. To understand words that describe sequences such as 'first, next'. To remember and enjoy telling long stories. To take part in longer turns in conversations. To join in group discussions sharing their ideas or asking questions.					
PSED	To begin to use their negotiation skills to help solve sharing problems To listen to others they are playing with developing ideas together To have strategies to be able to solve sharing problems To have positive relationships with the close adults they come into contact with. To be happy to take part in guided learning opportunities and suggestions from adults.					
Jigsaw Healthy Me!	Everybody's Body I understand that I need to exercise to keep my body health	Food, Glorious Food I know which foods are healthy and not	We like to move it, move it! I understand how moving and resting are good for my body	Screen Time To begin to understand it is important to limit the amount of time	Keeping Clean I can understand why is important to keep ourselves clean	Stranger Danger I know what a stranger is and how to stay

		so healthy and can make healthy eating choices		spent using a computer, tablet or game device	especially before I eat and after I go to the toilet	safe if a stranger approaches me
Physical Development	To be able to: roll, stop a rolling ball, throw, bounce, catch, dribble with feet and kick a ball with skill To work safely, in collaboration, with co-operation and to support others To develop perseverance, independence, honesty when playing sports When playing sports to developing thinking skills using tactics with comprehension To write some letters correctly especially the letters in their name and ones which require no retracing To use paint brushes with skill					
PE Ball Skills	Lesson 1 Theme: beetles To develop rolling a ball to a target.	Lesson 2 Theme: busy bees To develop stopping a rolling ball.	Lesson 3 Theme: ladybirds and butterflies To develop accuracy when throwing to a target.	Lesson 4 Theme: grasshoppers To develop bouncing and catching a ball.	Lesson 5 Theme: caterpillars To develop dribbling a ball with your feet.	Theme: spiders To develop kicking a ball
Literacy	To have a developing level of coordination that requires extensive motor planning coordination skills - Bilateral Coordination Activities To become more confident at having a go at writing To write words which have a start, middle and end letter and short phrases are visible To know some letter groups that each represent one sound To say sounds when spelling words by identifying the sounds and then writing the sound with letter/s To read simple phrases and sentences made up of words with known letter-sound correspondences To read some common exception words (red words) To draw story maps of familiar stories To begin to make up their own stories these could be based on a familiar story or their own ideas To act out familiar stories and their own stories					
Maths	To count forwards and backwards and understand what is happening to the number To count using larger numbers. To know 'one more than/one less than' relationship between sequential number To understand the composition of a number and explore a range of ways to partition a whole number e.g. 2 bananas and 2 strawberries make 4. To count to 20 confidently. To begin to apply their understanding by comparing actual numbers and explaining which is more applying early reasoning skills To begin to show an awareness of comparison in estimating and predicting - consider which container would be best to store a specific item in To spot an error in AB pattern To identify the smallest part of the pattern, or the 'unit of repeat' To make an ABC pattern					

	<p>To use terms which are relative to the viewpoint: 'in front of', 'behind', 'forwards', 'backwards'</p> <p>To notice shape properties of the object that they want to represent</p> <p>To describe 2D and 3D shapes</p>					
White Rose Hub Maths	Building 9 and 10 <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less 	Building 9 and 10 <ul style="list-style-type: none"> Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 	Building 9 and 10 <ul style="list-style-type: none"> Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd 	Explore 3D shapes <ul style="list-style-type: none"> Recognise and name 3D shapes Find 2D shapes within 3D shapes 	Explore 3D shapes <ul style="list-style-type: none"> Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment 	Patterns <ul style="list-style-type: none"> Identify more complex patterns Copy and continue patterns Patterns in the environment
Understanding the World						
Computing	<p>To begin to understand it is important to limit the amount of time spent using a computer, tablet or game device</p> <p>To access the IWB to play age related games such as Busythings</p> <p>To explore how a Beebot (or other programmable toy) will move if given it a set of instructions by pressing buttons</p> <p>To know that technology and devices must be used sensibly and carefully</p>					
The Natural World (Science/ Geography)	<p>To notice the changes that have occurred in the bulbs or winter flowers</p> <p>To look at a map of the area and identify where the school, tube station and park is</p> <p>To devise simple maps</p>					
Past and Present (History)	<p>To compare contrasting characters from stories, including figures from the past</p> <p>To know that traditional stories have been told for many years</p>					
People Culture and Communities (R.E.)	<p>To begin to recognise that people have different beliefs and celebrate special times in different ways particularly focussing on Holi, Ramadan and Easter</p>					

Expressive Art and Design (Art and Design, Music)	To make more of an attempt to construct more realistic creations To talk about the different parts, they have made To confidently use one-handed tools to create changes in materials e.g. scissors, paint brushes, sellotape To act out stories which involve multiple perspectives which is a playful manipulation of ideas and emotions To begin to develop complex stories using small world equipment or props like animal sets, dolls and dolls houses etc.					
Music Lessons <i>Singing and Playing</i>	Perform actions in time with the pulse and change speeds	Sing in different speeds and walk in time with the pulse	Learn a new song, understand 'rest' and perform taking turns	Learn a 3-note song and play instruments on the beat and during a rest	Learn a new rhyme/song changing voices and speed	