Reception - Food - Medium Term Planning- Spring 1 (2024/25)

Week	PSED	Communic	Physic	Literacy	Phanics	Mathematics	Understa	Expressi	Forest	CÆTL
		ation and	ما				nding of	ve Arts	School	
		Language	Develop ment				the World	and Design		
1	Think	Understan	Develo	Use longer sentences	Read a few common	NCETM: Mastering Number –	4-	Singina	Begins	Creating and
•	about	da	p the	of four to six words.	exception words	Week II - Subitising		groupor	0	Thinking Critically-
07.01.	the	question	overall	(3-4 year olds.)	matched to the	ð	day-	on their o	w/c	Take part in simple
25	perspe	or	body	,	school's phonic	Fast recognition of up	week.	wn, incre	20 th .	pretend play. For
	ctives	instruction	strengt	Use a wider range of	programme	to 3 objects, without		asingly		example, they might
	of	that has	h, co-	vocabulary. (3-4 year	(Reception)	having to count them		matching		use an object like a
	others	two parts, such as	ordina	olds.)	Spell words by	individually		the pitch		brush to pretend to brush their hair, or
	(Recept	"Get your	tion,	Retell the story once	identifying the sounds	4-3).(3-4		and		'drink' from a
	ion) <i>Ho</i>	coat and	balanc	they have developed a	and then writing the	year olds).		following		pretend cup
	lda	wait at the	e and	deep familiarity with	sound with letter/s	Subitise. (Reception).		the melod y (Recepti		Bakery role play
	vote	door". (3	agility	the text: some as exact	(Reception)	Explore the		y (Recepti on)		агеа
	for	and 4yr	needed	repetition and some in	Read simple phrases	composition of		Sing		
	favou	olds).	to	their own words. (3-4	and sentences made	numbers to 10°.		Five		Creating and
	rite	Ask 	engage	year olds.)	up of words with	(Reception).		Currant		thinking critically- Sort materials. For
	fruit.	questions to find out	succes		known letter-sound	LO: To match dot		Burs'.		example, at tidy-up
	Can	more and	afully	LO: To act out the	correspondences	arrangements of 3, 4		Work in		time, children know
	the the	to check	with	atory using a story	and, where necessary,	and 5 and match		small		how to put different
		they	future	map. The Enormous	a few exception words	them to the correct		groups to sing		construction
	childr	understan	physic	Turnip. (WC).	(Reception	numeral. Lesson I		differed		materials in separate
	en put	d what	al	, ,	Letters and Sounds			parts.		baskets
	a peg	has	educat	Write some letters	and Bug Club	LO: To recognise dice		,		Calaur sarting activity
	on the	been said	ion	accurately (3 and 4yr	Phonics. Phase 2,	patterns to 6 and play				acuvity
	pictur	them (Recep	sessio	olds).	week 6. Revision of	a simple track game.				
	e of	tion).	ns and other	Form lower-case and	all phase 2 sounds,	Lesson 3				
	their	Children.to		capital letters	high frequency and					
	favou	play "I'm	physic al	correctly (Reception).	tricky words taught					
	rite	thinking of	discipl	Challenge: Spell words	so far. For reading					
	fruit?	a fruit"	ines	by identifying the	words, captions. For					
	Talk	game and others	includi	sounds and then	waisio, supuais. I sa					

	about the result s of the wote. Did everyo ne like the sa me fruit? Talk about everyo ne havin g their own choice s.	have to guess what fruit they are describing.	ng dance, gymna stics, sport and swimm ing. Cricket with Ben.	writing the sound with letter/s (Reception). LO: To write a list of characters from the story. The Enormous Turnip.	spelling wards, captions.					
3.01. 25		Learn new vocabular y (Reception). Childrent o learn the names of various fruits	Develo p the overall body strengt h, co- ordina tion, b alance and agility	Use longer sentences of four to six words. (3-4 year olds.) Use a wider range of vocabulary. (3-4 year olds.) Retell the story once they have developed a deep familiarity with the text: some as exact	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	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	Recogni se that people have different beliefs and celebrate special times in different	Create collabor atively sharing ideas, re sources and skills (R eception)	Begins w/c 20 th .	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

and	needed	repetition and some in	letter-sound	there are in total	ways	Encour	their coat when the
vegetables	to	their own words. (3-4	correspondences and,	('cardinal	(Receptio	age	door to outdoor area
	engage	year olds.)	where necessary, a few	principle') (3-4	n) '	childre	opens
	succes	- 	exception words	year olds).	Linked	n to use	Morning timetable.
	sfully	LO: To act out the	(Reception)	Link the number symbol	to		Chn to sequence own
	with		Letters and Sounds and	(numeral) with its cardinal	Christm	differen	timetable during CIL.
	future	atory using a story	Bug Club Phonics. Phase 3, week 1. Teach set 6	number value. (Reception)	as.	I	CIL.
	physic	map. The Enormous	letters and sounds- j v	Understand the 'one more	Discuss	joining	Playing and
	al	Turnip. (SG).	w x. Practise blending	than/one less than'	how	techniq	exploring-Bring
	educat		for reading and	relationship between	people	ues to	their own interest
	ion	Write some letters	segmenting for spelling.	consecutive numbers.	of	build	that they have been
	sessio	accurately (3 and 4yr	Read sentences using	(Reception)	different	fields	previously taught.
	ns and	olds).	sets 1-6 and phase 2		beliefs	for	Wet sand and
	other	Form lower-case and	tricky words.	LO: To build tower blocks to 5	celebrate	crops	gravel. Provide chn
	physic	capital letters		and talk about what they	special	to	with buckets, spades. Can they move sand
	al	correctly (Reception).		notice. E.g. it looks like stairs.	times in	grow.	from one container
	discipl	Challenge: Spell words		Lesson 2	different	<i>⊶</i>	to another?
	ines	by identifying the			жаув.		
	includi	sounds and then					
	ng	writing the sound with		LO: To represent the staircase			
	dance,	letter/s (Reception).		pattern in different ways.			
	gymna			Challenge: Identify the			
	stics,	LO: To write part of		differences. Lesson 4			
	sport	the story.					
	and	The Enormous Turnip.					
	mmiwa						
	ing (Re						
	ception						
).						
	Cricket						
	with						
	Ben.						

3	*Forest	Connect	Further	Write some letters	Read a few common	White Rose Maths - Spring,	Recogni	Explore	*See	Playing and
	School	one idea or	develop	accurately (3 and 4yr	exception words matched	week 3 - Mass & capacity	se some	and	PSED	Exploring-Make
20.01	activity	action to	and	olda).	to the school's phonic		similarit	engage	activity	independent choices.
.25	*	another	refine a	Form lower-case and	programme (Reception)	Make comparisons between	ies and	in music	*	Do things
	Expres	using a	range	capital letters	Spell words by	objects relating to size,	differen	making	•	independently that
	s their	range of	of ball		identifying the sounds	length, weight and capacity.	0.0	and		they have been
	feelings	connective	akilla	correctly (Reception).	and then writing the	(3-4 year olds)	ces between	dance,		previously taught
	and	(Reception)	includi	Challenge: Spell words	sound with letter/s	Compare length, weight and		performi		Create food items
	conside		ng:	by identifying the	(Reception)	capacity. (Reception).	life in	ng solo		from the bakery
	r the	Explore	throwin	sounds and then	Read simple phrases and	Liquitig. (Neteraist).	this	or in		using creative
	feelings	where food	g,	writing the sound with	sentences made up of		country	groups		resources
	of	comes	catchin	letter/s (Reception).	words with known	LO To find objects and	and life	(Receptio		
	others	from.	g,	, , ,	letter-sound	describe the weight.	in other	n).		Active Learning-
	(Recepti	Where	kicking,	LO: To write part of	correspondences and,	Challenge: use appropriate	countrie	Use		Begin to correct their
	on)	Does Food	passin	the story, making their	where necessary, a few	language e.g. the stone is	s.	Farmer's		mistakes themselves.
	Challen	Come	g,	own changes. The	exception words	heavier than the pencil.	(Receptio	in His		For example, instead
	ge the	From?	batting,	Enormous Turnip.	(Reception)		x) '	Den'		of using increasing
	childre	Twinkl	and	Literitone initiap.	Letters and Sounds and	Read Balancing Act' by Ellen	Discuss	Headban		force to push a
	n to	P.owerP.oint	aiming		Bug Club Phonics. Phase	Stoll Walsh	what is	ds to		puzzle piece into a
	.make	may help.	(Recepti	Write some letters	3, week 2. Teach set 7	Then chn to be human scales	farming	encourag		slot, they try another
	'faad'	Then,	on)		letters and sounds- y	and hold each item. Chn raise	. What	e the children		piece to see if it will
	in the	encourage	Develop	accurately (3 and 4yr	z/zz qu. Practise blending for reading	or lower hand to represent the		to act		Tweezers and marble
	.muddy .kitchen	children to	confide	olds).	and segmenting for	item which is lighter and the	is.	out the		putting into different
		use connectives	nce,	Form lower-case and	spelling. Read sentences	item which is heavier. Then	farmed?	song to		containers, ice cube
	area. Can	to explain	compete nce,	capital letters	using sets 1-7 and	measure items using balancing	Where	their own		trays, tees.
	they	what they	precisio	correctly (Reception).	phase 2 tricky words.	scales.	does	music.		waye, acc.
	decide	have	n and	Challenge: Spell words	Teach phase 3 tricky	10 T	food	<i>x</i> , <i>cacaca</i> .		
	what	found out.	accura	by identifying the	words- he, she.	LO: To compare weights using	come			
	гесіре	For	cy	sounds and then		our arms to represent the difference.	from?			
	to	example,	when	writing the sound with		xufference.	Link to			
	make?	Hens lay	engagi	letter/s (Reception).			different			
		eggs on	ng in	LO: To make a list of			jobs			
		the farm,	activitie	the foods we can			people			
		then the	s that	grow.			have in			
		farmer	involve	giaw.			different			
		collects	a ball				countrie			
		them and	(Recepti							
		puts the	on)				S.			

		eggs into	Cricket							
		boxes to	with							
		go to the	Ben.							
		shop.'	<i>D.</i> 21 t.							
4	Manag	Listen to	Develop	Write some letters	Read a few common	NCETM: Mastering Number –	Understa	Return to	Return to	Active Learning-
	e their	and talk	overall	accurately (3 and 4yr	exception words matched	Week 13 - Composition	nd the	and	and	Review their progress
27.01.	own	about	body-	olds)	to the school's phonic	'	effect of	build on	build on	as they try to achieve
25	needs	stories to	strengt	Form lower-case and	programme (Reception)	Show finger numbers up to 5.	changing	their	their	a goal. Check how
	(Recepti	build	h,	capital letters correctly	Spell words by	(3-4 year olds).	seasons	previous	previous	well they are doing.
	on)	familiarity	balance	(Reception)	identifying the sounds	Explore the composition of	on the	learning,	learning,	Puzzles
	Ask the	and	, co-	Spell words by	and then writing the	numbers to 10. (Reception)	natural	refining	refining	
	childre	understan	ordinat	identifying the sounds	sound with letter/s	Subitise. (Reception).	world	ideas	ideas	Active Learning- Use
	n to	ding	ion and	and then writing the	(Reception)		around	and	and	a range of strategies
	put	(Reception)	agility	sound with letter/s	Read simple phrases and		them	developin	developin	to reach a goal they
	their		(Recepti	(Reception)	sentences made up of	_	(Receptio	g their	g their	have set themselves.
	hands	Read The	on)	Challenge: Write short	words with known	LO: To find ways to partition a	n)	ability to	ability to	Who can make the
	into a	Little Red	Chalk	sentences with words	letter-sound	set of 5. Lesson 3.	Talk	represent	represent	tallest tower? Chn to
	bowl of	Hen' to	some	with known letter-sound	correspondences and,		about the	them	them	have a choice of
	flour.	children.	fields	correspondences using a	where necessary, a few	LO: To find ways to partition a	different	(Receptio	(Receptio	construction
	Look at		and	capital letter and full	exception words	set of 5 and explain the parts.	times of	n)	n)	resources to use.
	how		fences	stop (Reception)	(Reception)	Lesson 4	the year	Create	Make a	
	the		an the	Write an instruction on	Letters and Sounds and		which	large	house	
	flour		ground	how to grow a fruit or	Bug Club Phonics. Phase		are	collage	for a	
	gets		and ,	vegetable. E.g. put the	3, week 3. Teach four		importan	of	woodlan	
	into all		provide	seed in the soil and give	consonant digraphs- ch		t for	differed	d	
	the		calaure	it some water.	sh th ng. Practise		farmers,	foods.	animal.	
	creases		d, ,,	D. L. C. TI	reading and writing		such as	Provide	Thinking	
	on the		chalks	Picture from 'The	captions and sentences.		harvest time or	a range of	about how to	
	hand and		for the childre	Enormous Turnip' story. Children to write what is	Practise reading two-		when it's	naterials	care for	
	ana how it			happening.	syllable words. Teach		time to	for	animals	
	transfe		n to fill the	таррениц.	phase 3 tricky words-		SOW	children	and their	
	TE TE		Larm Larm		he, she AND we, me, be.		suw seeds.	to	needs.	
	when		with				deetta.	experime	Tiecus.	
	touchin		vegetab					nt with.		
	g other		les or					Then,		
	things,		fruits					display		
	just like		of their					the final		
	germs		choice.					pictures		

	do. Then, model how to wash hands properl y so all the flour is washed away. Prompt childre n to do this too and manag e their own needs indepen dently.							in your setting.		
5	See	Use new	*Forest	Write some letters	Read a few common	NCETM: Mastering Number -	Draw	Explore,	*See PD	Playing and
03.02	themsel ves as	vocabular y through	School activity	accurately (3 and 4yr olds)	exception words matched to the school's phonic	Week 14 - Composition	informa	use and refine a	activity*.	Exploring - Reach for and accept objects.
.25	a	the day	*	Form lower-case and	programme (Reception)	Show finger numbers up to 5 (3-4	tion	variety		Make choices and
15.0	valuabl	(Reception)	Confide	capital letters correctly	Spell words by	year olds).	from a	of		explore different
	L		ntly	(Reception)	identifying the sounds	Explore the composition of	simple	artistic		resources and
	individ	Use new	and	Spell words by	and then writing the	numbers to 10. (Reception).	map (Pasantia	effects to		materials
	ual	vocabular	safely	identifying the sounds	sound with letter/s	Subitise. (Reception).	(Receptio n).	express		Loose parts
	(Recepti	y in	use a	and then writing the	(Reception)		Look at	theiridea '		Cmanting
	on). Linked	different contexts	range	sound with letter/s	Read simple phrases and			s and feelings		Creating and thinking critically-
	to	(Reception)	of large	(Reception) Challenge: Write short	sentences made up of words with known	LO: To use double dice frames	an	(Receptio		Know more, so feel
	V.alenti	(Neception t)	and	sentences with words	letter-sound	to represent 6 as 5 and 1 more.	aerial 	n).		confident about
	ne's	Make heart	small	with known letter-sound	correspondences and,	Lesson 2.	view of	y .		coming up with their
	Day.	shaped	appara	correspondences using a	where necessary, a few		your			own ideas.

e more links
en those ideas.
ures of different
ls. Can you
ch them to the
! groups?
. sgr xarqas:

			ав а							
			дгоир.							
6	Think	Understan	Develop	Write some letters	Read a few common	White Rose Maths - Spring, week 6	*Forest	Create	*See UW	Active Learning- Use
	about	d how to	their	accurately (3 and 4yr	exception words matched	- Length, height & time	School	collabor	activity*.	a range of strategies
10.02	the	listen	small	olda)	to the school's phonic		activity*	atively	, and the second	to reach a goal they
.25	perspec	carefully	motor	Form lower-case and	programme (Reception)	Make comparisons between	Describe	sharing		set themselves
	tives of	and why	skills	capital letters correctly	Spell words by	objects relating to size, length,	what	ideas,		Construction
	others	listening is	so that	(Reception)	identifying the sounds	weight and capacity (3 and	they see,	resources		resources to make
	(Recepti	important	they	Challenge: Spell words	and then writing the	4yr olds)	hear and	and		restaurants and
	on)	(Reception)	can use	by identifying the	sound with letter/s	Compare length, weight and	feel	skills		shops.
	Thinkin		a	sounds and then writing	(Reception)	capacity (Reception).	whilst	(Receptio		
	g	Play game.	range	the sound with letter/s	Read simple phrases and		outside	n)		Active Learning-
	about	"I'm going	of tools	(Reception)	sentences made up of	LO: To use language of 'longer' or	(Receptio	Provide		Begin to correct their
	Pancak	to the	compete	Write a shopping list of	words with known	'shorter than' to compare different	n)	children		mistakes themselves.
	e Day.	shops and	ntly,	ingredients needed to	letter-sound	lengths of paper.	Sit/lie	with		For example, instead
	What	I'm going	safely	make a pancake.	correspondences and,		outside	pancake		of using increasing
	do you	to buy"	and		where necessary, a few	LO: To build a tower block and	in the FS	ingredien		force to push a
	like on	continue it	confide	Write some letters	exception words	compare height using language	area.	ts for		puzzle piece into the
	your	around a	ntly.	accurately (3 and 4yr	(Reception)	'taller than' or 'shorter than'.	What	them to		slot, they try another
	pancak	small	Sugges	alds)	Letters and Sounds and		can	mix.		piece to see if it will
	es?	дгоир.	ted	Form lower-case and	Bug Club Phanics. Phase		children			fit
	Does it		tools:	capital letters correctly	3, week 5. Teach four		see, hear,			Coloured compare
	matter		pencils	(Reception)	more vowel digraphs-		feel?			bears to put in the
	if we		for	Spell words by	20 20 ar ar Practise					correct order on the
	don't		drawin	identifying the sounds	reading and writing					sheets.
	like the		g and	and then writing the	captions and sentences.					
	same.		writing	sound with letter/s	Practise reading two-					
	Discuss		,	(Reception)	syllable words. Teach					
	how it		paintbr	Challenge: Write short	phase 3 tricky words-					
	is ok to		ushes,	sentences with words	he, she, we, me, be, was					
	have		aciasor	with known letter-sound	AND my.					
	differe		s,	correspondences using a						
	nt likes		knives,	capital letter and full						
	and		forks	stop (Reception)						
	dislikes		and	Chn to write about what						
			apoons	they had on their						
			(Recepti	pancakes.						
			on)							

	Childre		
	n to		
	use		
	tools to		
	make		
	pancak		
	<i>l</i> 6.		

Reception - Spring & Easter - Medium Term Planning- Spring 2 (2024/25)

Week	PSED	Cammunic	Physical	Literacy	Phanics	Mathematics	Understanding of	Expressive	Forest	CÆTL
		ation and	Developm				the Warld	Arts and	School	
		Language	ent					Design		
	See	Retell the	Develop	Write some letters	Read a few	White Rose Maths –	Understand that	*Forest	*EAD	Creating and
	themselves	story,	the	accurately (3 and 4yr	common exception	Spring, week 6 - Length,	some places are	School	Activity*	Thinking
24.0	as a	once they	overall	olds)	words matched to	height & time	special to	Activity*	Explore	Critically-
a.a5	valuable	have	body	Form lower-case and	the school's		members of their	Develop	and	Concentrate on
	individual	developed	strength,	capital letters correctly	phonic	Begin to describe a	community	storylines in	engage	achieving
	(Reception)	a deep	co-	(Reception)	programme	sequence of events, real or	(Reception)	their pretend	in music	something
	With links	familiarit	ordinatio	Spell words by	(Reception)		Visit to the	play	making	that's
	to UW.	y with the	n,	identifying the sounds	Spell words by	fictional, using words	товдие.	(Reception)	and	important to
	Discuss	text; some	balance	and then writing the	identifying the	such as 'first', 'then (3-		Chn to play	dance,	them. They are
	how we are	as exact	and	sound with letter/s	sounds and then	4 year olds).		in role play	performi	increasingly
	all	repetition	agility	(Reception)	writing the sound	Compare length, weight		area.	ng solo	able to control
	different	and some	needed to	Challenge: Write short	with letter/s	and capacity. (Reception)			or in	their attention
	and may	in their	engage	sentences with words	(Reception)				groups	and ignore
	have	own	successf	with known letter-sound	Read simple	LO:: To work in teams to			(Receptio	distractions.
	different	words	ully with	correspondences using a	phrases and	see who can build the			n)	Indoor and
	beliefs.	(Reception)	future	capital letter and full	sentences made	tallest tower in 1 minute.			In small	outdoor role
	Learn that		physical	stop (Reception)	up of words with	(Read five minutes peace			groups	play areas to
	this is ok	Read a	educatio	Mosque visit recount.	known letter-	by Jill Murphy).			ar an	be set up.
	and that	focus	n		sound	22g 5 xx 141xx 121 xg).			their own	
	we are still	topic story	sessions	Write some letters	correspondences	10 7 4 4			chn to	Active
	valued by	to chn	and	accurately (3 and 4yr	and, where	LO: To sequence the story			make	Learning-
	all.	and then	other	olds)	necessary, a few	'Jaser's Beanstalk' by			music,	Keep on trying
		get chn to	physical	Form lower-case and	exception words	ardering the days of the			dance or	when things
		tell their	discipline	capital letters correctly	(Reception)	week correctly.			sing.	are difficult.
		partner	æ	(Reception)					Chn to	

		what	including	Spell words by	Letters and				иве	Chn to set up
		happened	dance,	identifying the sounds	Sounds and Bug				natural	the water
		in the	gymnasti	and then writing the	Club Phonics.				resources	guttering to
		story.	cs, sport	sound with letter/s	Phase 3, week 6.				to	transport
		7-1-1-1	and	(Reception)	Teach four more				support	water from
			swimmin	Challenge: Write short	Nowel digraphs-				and then	one end to the
			g	sentences with words	ur ow oi ear				perform	other.
			(Receptio	with known letter-sound	Practise reading				to the	
			n)	correspondences using a	and writing				rest of	
			Bike	capital letter and full	captions and				the	
			ability	stop (Reception)	sentences.				дгоир.	
			with	Chn to write about what	Practise reading				,	
			Kate.	happens in Spring.	two-syllable					
				What changes take	words. Teach					
				place?	phase 3 tricky					
					words- he, she,					
					we, me, be, was,					
					my AND you.					
a	Marage	Learn new	Develop	Re-read what they have	Read a few	NCETM - Mastering Number	*Farest School	Explore, use	*See UW	Playing and
	their own	vocabular	the	written to check that it	common exception	- Week 15 - Comparison	activity*	and refine a	activity*.	exploring-
03.03	needs	y	foundati	makes sense (Reception)	words matched to		Understand the	variety of		Bring their
.25	(Reception).	(Reception)	ons of a	Chn to read their written	the school's	Compare quantities using	effect of	artistic		own interests
	Think		handwrit	work from previous	phonic	language 'more than' or	changing seasons	effects to		and
	about what	Use new	ing style	lesson to other chn in	programme	'fewer than'. (3-4 year	on the natural	express		fascinations
	the weather	vocabular	which is	small groups.	(Reception)	alda).	world around	their		into early
	is like it	y through	fast,	NA/ -1	Spell words by		them (Reception)	ideas and		year settings.
	spring.	the day	accurate	Write some letters	identifying the	Compare numbers.	Discuss seasonal	feelings		This helps
	Show chn a selection	(Reception)	and t	accurately (3 and 4yr olds)	sounds and then	(Reception).	changes. How do we know it is	(Reception)		them to
	of clothing.	Show.chn	efficient (Receptio	Form lower-case and	writing the sound with letter/s	Subitise. (Reception).	we know it is Spring?	Spring object		develop their learning.
	What	pictures	n)	capital letters correctly	(Reception)	LO: To compare quantities	Spirity!	outlines. Chn		Porridge oats
	would be	related to	Handwrit	(Reception)	(Reception) Read simple	using language 'more than'		to use		and
	good to	Spring.	ing	Challenge: Spell words	phrases and	or 'fewer than'. Lesson 2		materials to		milk/water.
	wear	What	practice.	by identifying the	sentences made	, ,		fill object.		Mixing
	outside	words	7	sounds and then writing	up of words with	LO: To compare quantities		Similar to		different
	and what	could we		the sound with letter/s	known letter-	and use language 'an equal		this-		quantities
	wouldn't be	use to		(Reception)	sound	number'. Lesson 4		https://www		together. How
	so good.	describe		Show chn a suitcase. I	correspondences			_tes.com/teac		does
	Why?			am going an holiday.	and, where			<u>hing-</u>		more/less

	When would you wear that?	what we can see?		What clothes do I need to pack for the weather in Spring? Chn to write a list.	necessary, a few exception words (Reception) Letters and Sounds and Bug Club Phonics. Phase 3, week 6. Teach four more wowel digraphs- ar or ur ow. 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.			resource/- modern- art-easter- colouring- templates- 11238754		liquid change the parridge. Creating and thinking critically- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets Sort the different objects from 'Galdilocks and the three bears' into who they
					phase 3 tricky wards- he, she, we, me, be, was, my, yau AND					different objects from 'Goldilacks and the three
3 10.03. 25	Show resilience and perseveranc e in the face of	Engage in story times (Reception)	Combine different movemen ts with ease and fluency	Blend sounds into words, so that they can read short words made up of known letter- sound correspondences (Reception)	Read a few common exception words matched to the school's phonic	*Awaiting NCETM planning*	*Forest School activity* Explore the natural world around them (Reception)	Sing in a group or on their own, increasingly matching the pitch and	*See UW activity*	Active Learning- Begin to correct their mistakes themselves.

challenge	Read the	(Receptio	Challenge: Read simple	programme	What can you	following	For example,
(Reception)	Easter	n)	phrases and sentences	(Reception)	find in the Forest	the melody	instead of
Chn wark	story to	Cosmic	made up of words with	Spell words by	School area?	(Reception)	using
together to	chn	Kids	known letter-sound	identifying the		Learn Easter	increasingly
complete		Yoga.	correspondences and,	sounds and then		songs and	force to push
Easter		Spring	where necessary, a few	writing the sound		rhymes from	a puzzle piece
puzzles		and	exception words	with letter/s		Twinkl-	into the slot,
		Easter-	(Reception)	(Reception)		Christian	they try
		https://w	Chn to read words	Read simple		Easter	another piece
		ww.yout	linked to Easter	phrases and		Hymns,	to see if it will
		ube.com/	Challenge: Twinkl-	sentences made		Songs and	fit.
		watch?v	Phase 3 Easter Pictures	up of words with		Rhymes Pack	Marble run
		=kxk78in	, ,	known letter-			
		N-3Y	Warksheet	sound			Playing and
				correspondences			exploring-
			Write some letters	and, where			Guide their
			accurately (3 and 4yr	necessary, a few			own thinking
			olds)	exception words			and actions
			Form lower-case and	(Reception)			by actions by
			capital letters correctly	Letters and			talking to
			(Reception)	Sounds and Bug			themselves
			Spell words by	Club Phonics.			while playing.
			identifying the sounds	Phase 3, week 6.			For example,
			and then writing the	Teach four more			a child doing
			sound with letter/s	vowel digraphs-			a jigsaw
			(Reception)	oi ear air.			puzzle might
			Challenge: Write short	Practise reading			whisper under
			sentences with words	and writing			their breath:
			with known letter-sound	captions and			"Where does
			correspondences using a	sentences.			that one go?-
			capital letter and full	Practise reading			I need to find
			stop (Reception) Chn to write a letter to	two-syllable			the big
				words. Teach			horse." Easter themed
			the lazy farmer in the	phase 3 tricky			small world
			story Farmer Duck'.	words- he, she,			
				we, me, be, was,			агеа.
				my, you AND			
				they.			

4	Build	Describe	Progress	Write some letters	Say a sound for	*Awaiting NCETM	*Forest School	Explore, use	*See	Playing and
	constructiv	events in	towards	accurately (3 and 4yr	each letter in the	planning*	activity*	and refine a	UW	exploring-
17.03.	e and	some	a more	olds)	alphabet and at	γ	Draw information	variety of		Plan and
25	respectful	detail	fluent	,	least 10 digraphs		from a simple	artistic	activity	think ahead
	relationshi	(Reception)	style of	Form lower-case and	(ELG)		map (Reception)	effects to	*.	about how
	ps		moving,	capital letters correctly	Read words		Easter egg hunt	express		they will
	(Reception)	Chn to	with	(Reception)	consistent with		in the Forest	their		explore or
	In small	fallow	developin	Challenge: Spell words			School area. Chn	ideas and		play with
	groups chn	instruction	g control	by identifying the	their phonic		to have map of	feelings		objects
	to wark	s and	and	sounds and then writing	knowledge by		Forest School	(Reception)		Stacking cups
	together	make	grace	the sound with letter/s	sound-blending		area and read to	Easter		
	story	chocolate	(Receptio	(Reception)	(ELG)		see where the eggs	cards		Playing and
	sequence	Easter	n)	Write a list of	Read aloud		are hidden.			exploring-
	Farmer	nests for	Bike	characters from the	simple sentences					Reach for and
	Duck.	Easter	ability	story 'Farmer Duck'.	and books that					accept objects.
		party.	with		are consistent					Make choices
		Afterward	Kate.	Write some letters	with their phonic					and explore
		s can chn		accurately (3 and 4yr	knowledge,					different
		talk		olde)	including some					resources and
		through what they			common exception					materials
		wnai iney did?		Form lower-case and	words (ELG)					Explore and
		ala?		capital letters correctly	Write					play with slime
				(Reception)	recognisable					suite
				Challenge: Spell words	letters, most of					
				by identifying the	which are					
				sounds and then writing	correctly formed					
				the sound with letter/s	(ELG)					
				(Reception)	Spell words by					
				Write part of the story	identifying					
				Farmer Story'.	sounds in them					
					and representing					
					the sounds with a					
					letter or letters					
					(ELG)					
					Write simple					
					phrases and					
					sentences that can					

					be read by others (ELG) Letters and Sounds and Bug Club Phanics. RECAP Phase 3. Practise reading and writing captions and sentences. Practise reading two-syllable wards. RECAP all phase 3 tricky wards.					
5 24.0 3.25	Form positive attachment s to adults and friendships with peers (ELG) Playing with peers in the outdoor area.	Express their ideas and feelings about their experience s using full sentences, including use of past, present and future tenses and making use of conjunctio ns, with modelling and support from their	Use a range of small tools, including scissors, paintbru shes and cuttery (ELG) Make spring themed stick puppets for small warld area.	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) LO: To write another part of 'Farmer Duck', making their own changes. Write sentences to Write some letters accurately (3 and 4yr olds)	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 consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable	*Awaiting NCETM planning*	Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) Draw pictures of same of the changes that occur in spring that we notice in the outdoor area.	Sing a range of well-known nursery rhymes and songs (ELG) Nursery rhymes.	*UW Activity*	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 Rale play area Creating and thinking critically- Sort materials. For

6	Explain the	teacher (ELG) Talk about what the chn did at the weekend and share with each ather.	N ti. ta	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) LO: To write a list of the animals you may see during the spring time.	letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) Letters and Sounds and Bug Club Phanics. RECAP Phase 3. Practise reading and writing captions and sentences. Practise reading two-syllable wards. RECAP all phase 3 tricky wards.	White Rose Maths - Spring,	Know some	Explore, use	*See EAD	example, at tidy-up time, children know how to put different construction materials in separate baskets Calour sorting activity
31.03. 25	reasons for rules, know right from wrong and try to behave accordingl y (ELG)	comments about what they have heard and ask questions to clarify	Negotiate space and obstacles safely, with consider ation for themselve	Accurately (3 and 4 yr alds) Form lower-case and capital letters correctly (Reception)	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic	White Rose Maths - Spring, Week II - 3D Shapes Talk about and explore 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners';	similarities and differences between the natural world around them and contrasting environments, drawing on their	explore, use and refine a variety of artistic effects to express their	See EAU Activity*	Creating and Thinking Critically- Use pretend play to think beyond the 'here and now' and to

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Recap on	their	s and	Challenge: Spell words	knowledge by	'straight', 'flat', 'round' (3	experiences and	ideas and	understand
class rules	understan	others	by identifying the	sound-blending	and 4yr olds)	what has been	feelings	another
and	ding (ELG)	(ELG)	sounds and then writing	(ELG)	Challenge: Select, rotate and	read in class	(Reception)	perspective.
expectation	Chn to	Bike	the sound with letter/s	Read aloud	manipulate shapes in order	(ELG)	Mothers day	For example,
E	bring	ability	(Reception)	simple sentences	to develop spatial reasoning	Look at different	cards.	a child role-
	something	with	LO: To write invitations	and books that	skills (Reception)	plants from		playing the
	in from	Kate.	to the Easter Party.	are consistent	LO: To to be able to identify	around the world.		billy goats
	home for			with their phonic	3D shapes.	Why do different		gruff might
	show and tell.			knowledge,	Challenge: Chn to understand that a 3D shape	plants grow in some countries		suggest that
	ieu.		Write some letters	including some	is still that shape	and not others?		"Maybe the
			accurately (3 and 4yr	common exception	regardless of size, colour	Milli Not Suriers!		toll in lonely
			alda)	words (ELG)	and rotation.			
				Write	Au de l'Addenda e.			and hungry?
			Form lower-case and	recognisable	LO: To sort 3D shapes into			That's why
			capital letters correctly	letters, most of	groups.			he's fierce."
			(Reception)	which are	Challenge: Chn to			Ice cubes in
			Challenge: Spell words	correctly formed	understand that a 3D shape			the water
			by identifying the sounds and then writing	(ELG)	is still that shape			tray. What
			the sound with letter/s	Spell words by	regardless of size, colour			happens to
			(Reception)	identifying	and rotation			the ice?
			(Neception t)	sounds in them				
			Write Mother's Day	and representing				Playing and
			Cards.	the sounds with a				exploring-
			CM Ms.	letter or letters				respond to
				(ELG)				new
				Write simple				experiences
				phrases and				that you
				sentences that can				bring to their
				be read by others				attention.
				(ELG)				Use a range
				Letters and				of tools for
				Sounds and Bug Club Phonics.				different
				RECAP Phase 3.				purposes
				Practise reading				with the
				and writing				playdough.
				captions and				parigitatigi t.
				sentences.				
				~~~ war war.				

7 07.04 .25	Work and play cooperative ly and take turns with others. (ELG) Chn to wark together to sequence pictures of a story.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussion s and small group interaction s (ELG) What am I?' spring animals guessing game	Use a range of small tools, including scissors, paintbru shes and cutlery (ELG) Easter themed Cutting activity	Write some letters accurately (3 and 4-yr 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) Write Easter cards.  Write some letters accurately (3 and 4-yr 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	Practise reading two-syllable wards. RECAP all phase 3 tricky wards.  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 consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by	White Rose Maths - Spring, Week 12 - 3D Shapes  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 4-yr 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 (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	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG) Cansider the changing seasons and how this affects plant life in spring, summer, autumn, and winter.?	*Forest School Activity* Safely use and explore a variety of materials, tools and techniques, experimentin g with colour, design, texture, form and function (ELG) Make natural headbands	Make use of props and materials when role playing character s in narrative s and stories (ELG) Spring themed animal masks far children to play with and create stories with	Creating and Thinking Critically- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.  Indoor and outdoor role play areas to be set up.  Active Learning-
		animals guessing		Challenge: Write short sentences with words	correctly formed (ELG)	have? Challenge: Chn to get a 3D				

	an animal without saying what it is e.g. 'it is white and fluffy'.  Letters are sounds are Club Phone RECAP Phone RECAP Phone RECAP Phone Reces and writing captions a sentences.  Practise retwo-syllate wards. RECAP phase 3 trawards.	thers  Bug s. ding ding AP all		Chn to set up the water guttering to transport water from one end to the other.
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