

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

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 07.01. 25	Think about the perspectives of others (Reception) Hold a vote for favourite fruit. Can the children put a peg on the picture of their favourite fruit? Talk	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". (3 and 4-yr olds). Ask questions to find out more and to check they understand what has been said to them (Reception). Children to play "I'm thinking of a fruit" game and others	Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including	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 repetition and some in their own words. (3-4 year olds.) LO: To act out the story using a story map. The Enormous Turnip. (WC). 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	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) Letters and 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	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	4-day-week.	Sing in a group or on their own, increasingly matching the pitch and following the melody (Reception) Sing Five Currant Buns. Work in small groups to sing differed parts.	Begins w/c 20th.	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 Bakery role play area Creating and thinking critically- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets Colour sorting activity

	<p><i>about the results of the vote. Did everyone like the same fruit? Talk about everyone having their own choices.</i></p>	<p><i>have to guess what fruit they are describing.</i></p>	<p>ng dance, gymnastics, sport and swimming. Cricket with Ben.</p>	<p>writing the sound with letter /s (Reception). LO: To write a list of characters from the story. The Enormous Turnip.</p>	<p><i>spelling words, captions.</i></p>					
<p>2 13.01. 25</p>		<p>Learn new vocabulary (Reception). <i>Children to learn the names of various fruits</i></p>	<p>Develop the overall body strength, coordination, balance and agility</p>	<p>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</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</p>	<p>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</p>	<p>Recognise that people have different beliefs and celebrate special times in different</p>	<p>Create collaboratively sharing ideas, resources and skills (Reception)</p>	<p>Begins w/c 20th.</p>	<p>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</p>

		<p><i>and vegetables</i></p>	<p>needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception). Cricket with Ben.</p>	<p>repetition and some in their own words. (3-4 year olds.)</p> <p>LO: To act out the story using a story map. The Enormous Turnip. (SG).</p> <p>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).</p> <p>LO: To write part of the story. The Enormous Turnip.</p>	<p>letter-sound correspondences and, where necessary, a few exception words (Reception) <i>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.</i></p>	<p>there are in total ('cardinal principle').. (3-4 year olds).</p> <p>Link the number symbol (numeral) with its cardinal number value. (Reception) 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>ways (Reception) <i>Linked to Christmas. Discuss how people of different beliefs celebrate special times in different ways.</i></p>	<p>Encourage children to use different joining techniques to build fields for crops to grow.</p>	<p>their coat when the door to outdoor area opens <i>Morning timetable. Chn to sequence own timetable during CIL.</i></p> <p>Playing and exploring- Bring their own interest that they have been previously taught. <i>Wet sand and gravel. Provide chn with buckets, spades. Can they move sand from one container to another?</i></p>
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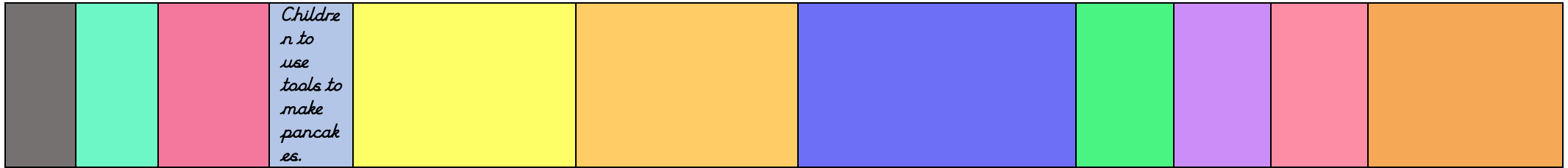
<p>3 20.01 25</p>	<p>*Forest School activity *</p> <p>Express their feelings and consider the feelings of others (Reception)</p> <p>Challenge the children to make 'food' in the muddy kitchen area. Can they decide what recipe to make?</p>	<p>Connect one idea or action to another using a range of connective (Reception)</p> <p><i>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 example, Hens lay eggs on the farm, then the farmer collects them and puts the</i></p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming (Reception)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (Reception)</p>	<p>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).</p> <p>LO: To write part of the story, making their own changes. The Enormous Turnip.</p> <p>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). LO: To make a list of the foods we can grow.</p>	<p>Read a few common exception 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, a few exception words (Reception)</p> <p><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 using sets 1-7 and phase 2 tricky words. Teach phase 3 tricky words- he, she.</i></p>	<p>White Rose Maths - Spring, week 3 - Mass & capacity</p> <p>Make comparisons between objects relating to size, length, weight and capacity. (3-4 year olds) Compare length, weight and capacity. (Reception).</p> <p>LO To find objects and describe the weight. Challenge: use appropriate language e.g. the stone is heavier than the pencil.</p> <p><i>Read 'Balancing Act' by Ellen Stall Walsh 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>LO: To compare weights using our arms to represent the difference.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries (Reception)</p> <p>Discuss what is farming. What is farmed? Where does food come from? Link to different jobs people have in different countries.</p>	<p>Explore and engage in music making and dance, performing solo or in groups (Reception).</p> <p>Use 'Farmer's in His Den' Headbands to encourage the children to act out the song to their own music.</p>	<p>*See PSED activity*</p>	<p>Playing and Exploring- Make independent choices. Do things independently that they have been previously taught</p> <p>Create food items from the bakery using creative resources</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</p> <p><i>Tweezers and marble putting into different containers, ice cube trays, tees.</i></p>
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		<i>eggs into boxes to go to the shop.'</i>	<i>Cricket with Ben.</i>							
4 27.01. 25	Manage their own needs (Reception) <i>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</i>	Listen to and talk about stories to build familiarity and understanding (Reception) <i>Read The Little Red Hen' to children.</i>	Develop overall body-strength, balance, coordination and agility (Reception) <i>Chalk some fields and fences on the ground and provide coloured chalks for the children to fill the farm with vegetables or fruits of their choice.</i>	Write some letters accurately (3 and 4-year 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) <i>Write an instruction on how to grow a fruit or vegetable. E.g. put the seed in the soil and give it some water.</i> <i>Picture from 'The Enormous Turnip' story. Children to write what is happening.</i>	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 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>	NCETM: Mastering Number - Week 13 - Composition Show finger numbers up to 5. (3-4 year olds). Explore the composition of numbers to 10. (Reception) Subitise. (Reception). <i>LO: To find ways to partition a set of 5. Lesson 3.</i> <i>LO: To find ways to partition a set of 5 and explain the parts. Lesson 4</i>	Understand the effect of changing seasons on the natural world around them (Reception) <i>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.</i>	Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception) <i>Create large collage of different foods. Provide a range of materials for children to experiment with. Then, display the final pictures</i>	Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception) <i>Make a house for a woodland animal. Thinking about how to care for animals and their needs.</i>	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. <i>Who can make the tallest tower? Chn to have a choice of construction resources to use.</i>

	<i>do. Then, model how to wash hands properly so all the flour is washed away. Prompt children to do this too and manage their own needs independently.</i>							<i>in your setting.</i>		
5 03.02 25	See themselves as a valuable individual (Reception). <i>Linked to Valentine's Day.</i>	Use new vocabulary through the day (Reception) Use new vocabulary in different contexts (Reception) <i>Make heart shaped</i>	*Forest School activity *Confidently and safely use a range of large and small apparatus	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 correspondences using a	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	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>	Draw information from a simple map (Reception). <i>Look at an aerial view of your</i>	Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception).	*See PD activity*.	Playing and Exploring- Reach for and accept objects. Make choices and explore different resources and materials <i>Loose parts</i> Creating and thinking critically- Know more, so feel confident about coming up with their own ideas.

	<p><i>Can think of reason why they are loved. What are they good at? What is good about them</i></p>	<p><i>biscuits. Follow recipe and learn new vocabulary.</i></p>	<p><i>tus indoors and outside, alone and in a group (Reception). 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 mark</i></p>	<p><i>capital letter and full stop (Reception) Linked to 'The Enormous Turnip' - being kind to others and Valentine's Day- love. Children to write what is love.</i></p> <p><i>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 Valentine's Day cards.</i></p>	<p><i>exception words (Reception) 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. Practise reading two-syllable words. Teach phase 3 tricky words- he, she, we, me, be AND was.</i></p>	<p><i>LO: To use the double dice frame to represent 7 as 5 and 2 more. Lesson 3.</i></p>	<p><i>school. Can the children see any land which could be a farm? Can they say why they think that? Discuss your local area.</i></p>	<p><i>Valentine's Day Cards</i></p>		<p><i>Make more links between those ideas. Pictures of different foods. Can you match them to the food groups?</i></p>
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			<i>as a group.</i>							
6 10.02 25	Think about the perspectives of others (Reception) <i>Thinking about Pancake Day. 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.</i>	Understand how to listen carefully and why listening is important (Reception) <i>Play game. "I'm going to the shops and I'm going to buy....." continue it around a small group.</i>	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception)	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) <i>Write a shopping list of ingredients needed to make a pancake.</i> 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 correspondences using a capital letter and full stop (Reception) <i>Chn to write about what they had on their pancakes.</i>	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 Phonics. Phase 3, 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.</i>	White Rose Maths - Spring, week 6 - Length, height & time Make comparisons between objects relating to size, length, weight and capacity (3 and 4-yr olds) Compare length, weight and capacity (Reception). 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'.	*Forest School activity* Describe what they see, hear and feel whilst outside (Reception) <i>Sit/lie outside in the FS area. What can children see, hear, feel?</i>	Create collaboratively sharing ideas, resources and skills (Reception) <i>Provide children with pancake ingredients for them to mix.</i>	*See UW activity*.	Active Learning- Use a range of strategies to reach a goal they set themselves <i>Construction resources to make restaurants and shops.</i> 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 <i>Coloured compare bears to put in the correct order on the sheets.</i>



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

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 24.0 25	See themselves as a valuable individual (Reception) <i>With links to UW. Discuss how we are all different and may have different beliefs. Learn that this is ok and that we are still valued by all.</i>	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Reception) <i>Read a focus topic story to chn and then get chn to tell their partner</i>	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines	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 correspondences using a capital letter and full stop (Reception) <i>Mosque visit recount.</i> Write some letters accurately (3 and 4-yr 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 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)	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). LO: To sequence the story 'Jaser's Beanstalk' by ordering the days of the week correctly.	Understand that some places are special to members of their community (Reception) <i>Visit to the mosque.</i>	*Forest School Activity* Develop storylines in their pretend play (Reception) <i>Chn to play in role play area.</i>	*EAD Activity* Explore and engage in music making and dance, performing solo or in groups (Reception) <i>In small groups or on their own chn to make music, dance or sing. Chn to</i>	Creating and Thinking Critically- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. <i>Indoor and outdoor role play areas to be set up.</i> Active Learning- Keep on trying when things are difficult.

		<i>what happened in the story.</i>	including dance, gymnastics, sport and swimming (Reception) <i>Bike ability with Kate.</i>	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 about what happens in Spring. What changes take place?</i>	<i>Letters and Sounds and Bug Club Phonics. Phase 3, week 6. Teach four more vowel digraphs- ur ow oi ear Practise reading and writing captions and sentences. Practise reading two-syllable words. Teach phase 3 tricky words- he, she, we, me, be, was, my AND you.</i>			<i>use natural resources to support and then perform to the rest of the group.</i>	<i>Chn to set up the water guttering to transport water from one end to the other.</i>
2 03.03 .25	Manage their own needs (Reception). <i>Think about what the weather is like in spring. Show chn a selection of clothing. What would be good to wear outside and what wouldn't be so good. Why?</i>	Learn new vocabulary (Reception). Use new vocabulary through the day (Reception). <i>Show chn pictures related to Spring. What words could we use to describe</i>	Develop the foundations of a handwriting style which is fast, accurate and efficient (Reception) <i>Handwriting practice.</i>	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> 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) <i>Show chn a suitcase. I am going on holiday.</i>	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	NCETM - Mastering Number - Week 15 - Comparison Compare quantities using language 'more than' or 'fewer than'. (3-4 year olds). Compare numbers. (Reception). Subitise. (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	*Forest School activity* Understand the effect of changing seasons on the natural world around them (Reception) <i>Discuss seasonal changes. How do we know it is Spring?</i>	Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception) <i>Spring object outlines. Chn to use materials to fill object. Similar to this- </i>	

	<i>When would you wear that?</i>	<i>what we can see?</i>		<i>What clothes do I need to pack for the weather in Spring? Chn to write a list.</i>	necessary, a few exception words (Reception) <i>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 phase 3 tricky words- he, she, we, me, be, was, my, you AND they.</i>			<u>resource/-modern-art-easter-colouring-templates-11238754</u>	<i>liquid change the porridge.</i> Creating and thinking critically- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets <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>	
3 10.03. 25	Show resilience and perseverance in the face of	Engage in story times (Reception)	Combine different movements 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.

	<p>challenge (Reception) <i>Chn work together to complete Easter puzzles</i></p>	<p><i>Read the Easter story to chn</i></p>	<p>(Reception) <i>Cosmic Kids Yoga Spring and Easter-</i> https://www.youtube.com/watch?v=kxk78inN-3Y</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) <i>Chn to read words linked to Easter Challenge: Twinkl-Phase 3 Easter Pictures and Captions Matching Worksheet</i></p> <p>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 correspondences using a capital letter and full stop (Reception) <i>Chn to write a letter to the lazy farmer in the story Farmer Duck.</i></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) <i>Letters and Sounds and Bug Club 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.</i></p>		<p><i>What can you find in the Forest School area?</i></p>	<p>following the melody (Reception) <i>Learn Easter songs and rhymes from Twinkl-Christian Easter Hymns, Songs and Rhymes Pack</i></p>	<p>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. <i>Marble run</i></p> <p>Playing and exploring- Guide their own thinking and actions by actions by talking to themselves 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." <i>Easter themed small world area.</i></p>
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<p>4 17.03. 25</p>	<p>Build constructive and respectful relationships (Reception) <i>In small groups children to work together story sequence Farmer Duck.</i></p>	<p>Describe events in some detail (Reception) <i>Children to follow instructions and make chocolate Easter nests for Easter party. Afterwards children can talk through what they did?</i></p>	<p>Progress towards a more fluent style of moving, with developing control and grace (Reception) <i>Bike ability with Kate.</i></p>	<p>Write some letters accurately (3 and 4-year 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) <i>Write a list of characters from the story 'Farmer Duck'.</i> Write some letters accurately (3 and 4-year 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) <i>Write part of the story 'Farmer Story'.</i></p>	<p>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 identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can</p>	<p>*Awaiting NCETM planning*</p>	<p>*Forest School activity* Draw information from a simple map (Reception) <i>Easter egg hunt in the Forest School area. Children to have map of Forest School area and read to see where the eggs are hidden.</i></p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception) <i>Easter cards</i></p>	<p>*See UW activity*</p>	<p>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 objects. Make choices and explore different resources and materials <i>Explore and play with slime</i></p>
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					<p>be read by others (ELG)</p> <p><i>Letters and Sounds and Bug Club Phonics. RECAP Phase 3. Practise reading and writing captions and sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.</i></p>					
<p>5</p> <p>24.0</p> <p>3.25</p>	<p>Form positive attachments to adults and friendships with peers (ELG)</p> <p><i>Playing with peers in the outdoor area.</i></p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their</p>	<p>Use a range of small tools, including scissors, paintbrushes and cutlery (ELG)</p> <p><i>Make spring themed stick puppets for small world area.</i></p>	<p>Write some letters accurately (3 and 4-yr olds)</p> <p>Form lower-case and capital letters correctly (Reception)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sound with letter /s (Reception)</p> <p>LO: <i>To write another part of 'Farmer Duck', making their own changes.</i></p> <p>Write sentences to Write some letters accurately (3 and 4-yr olds)</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Read words consistent with their phonic knowledge by sound-blending (ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Write recognisable</p>	<p>*Awaiting NCETM planning*</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)</p> <p><i>Draw pictures of some of the changes that occur in spring that we notice in the outdoor area.</i></p>	<p>Sing a range of well-known nursery rhymes and songs (ELG)</p> <p><i>Nursery rhymes.</i></p>	<p>*UW Activity*</p>	<p>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</p> <p><i>Role play area</i></p> <p>Creating and thinking critically- Sort materials. For</p>

		<p>teacher (ELG) <i>Talk about what the chn did at the weekend and share with each other.</i></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 using a capital letter and full stop (Reception)</p> <p>LO: To write a list of the animals you may see during the spring time.</p>	<p>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) <i>Letters and Sounds and Bug Club Phonics. RECAP Phase 3. Practise reading and writing captions and sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.</i></p>				<p>example, at tidy-up time, children know how to put different construction materials in separate baskets <i>Colour sorting activity</i></p>	
6 31.03. 25	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)</p>	<p>Make comments about what they have heard and ask questions to clarify</p>	<p>Negotiate space and obstacles safely, with consideration for themselves</p>	<p>Write some letters accurately (3 and 4-yr olds)</p> <p>Form lower-case and capital letters correctly (Reception)</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic</p>	<p>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';</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</p>	<p>Explore, use and refine a variety of artistic effects to express their</p>	<p>*See EAD Activity*</p>	<p>Creating and Thinking Critically- Use pretend play to think beyond the 'here and now' and to</p>

	<p><i>Recap on class rules and expectations</i></p>	<p><i>their understanding (ELG) Chn to bring something in from home for show and tell.</i></p>	<p><i>s and others (ELG) Bike ability with Kate.</i></p>	<p>Challenge: Spell words by identifying the sounds and then writing the sound with letter /s (Reception) LO: To write invitations to the Easter Party.</p> <p>Write some letters accurately (3 and 4-yr olds)</p> <p>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>Write Mother's Day Cards.</p>	<p>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 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) <i>Letters and Sounds and Bug Club Phonics. RECAP Phase 3. Practise reading and writing captions and sentences.</i></p>	<p>'straight', 'flat', 'round' (3 and 4-yr olds) Challenge: Select, rotate and manipulate shapes in order to develop spatial reasoning skills (Reception) LO: 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.</p> <p>LO: To sort 3D shapes into groups. Challenge: Chn to understand that a 3D shape is still that shape regardless of size, colour and rotation</p>	<p>experiences and what has been read in class (ELG) <i>Look at different plants from around the world. Why do different plants grow in some countries and not others?</i></p>	<p>ideas and feelings (Reception) Mothers day cards.</p>	<p>understand another 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." <i>Ice cubes in the water tray. What happens to the ice?</i></p> <p>Playing and exploring- respond to new experiences that you bring to their attention. <i>Use a range of tools for different purposes with the playdough.</i></p>
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					<i>Practise reading two-syllable words. RECAP all phase 3 tricky words.</i>					
7 07.04 25	Work and play cooperatively and take turns with others. (ELG) <i>Chn to mark together to sequence pictures of a story.</i>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG) <i>'What am I?' spring animals guessing game</i>	Use a range of small tools, including scissors, paintbrushes 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) <i>Write Easter cards.</i> 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 correspondences using a capital letter and full stop (Reception) LO: To write sentences to describe	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 identifying sounds in them and representing the sounds with a	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) <i>3D shape pictures. What 2D shape faces do 3D shapes have?</i> <i>Challenge: Chn to get a 3D shape and describe it's faces using 2D shape name X2 lessons.</i>	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG) <i>Consider the changing seasons and how this affects plant life in spring, summer, autumn, and winter.?</i>	*Forest School Activity* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) <i>Make natural headbands</i>	Make use of props and materials when role playing characters in narratives and stories (ELG) <i>Spring themed animal masks for children to play with and create stories with</i>	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- Keep on trying when things are difficult.

an animal without saying what it is e.g. 'it is white and fluffy'.

letter or letters (ELG)
Write simple phrases and sentences that can be read by others (ELG)
Letters and Sounds and Bug Club Phonics.
RECAP Phase 3.
Practise reading and writing captions and sentences.
Practise reading two-syllable words. RECAP all phase 3 tricky words.

Chn to set up the water guttering to transport water from one end to the other.