

Medium term planning – Spring 2 (Roots, shoots and Muddy Boots)

Reception Ubley and East Harptree	Spring 2	Roots, shoots and Muddy Boots	
Role Play: Inside	Garden Centre	Role Play: Outside	Garden/Planting station

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:				Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to 'have a go' Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking: Having their own ideas; Making links; Choosing ways to do things				
Personal, Social and Emotional Development (PSED) Self-Regulation: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ELG: Managing Self:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	SELF REGULATION Identify that others have a different opinion	SELF REGULATION Identify that others have a different opinion	SELF REGULATION Begin to talk to others to solve conflict	SELF REGULATION Begin to suggest solutions to conflict	SELF REGULATION Show resilience and perseverance in the face of challenge.	SELF REGULATION Show resilience and perseverance in the face of challenge.		
	MANAGING SELF Begin to see themselves as a valuable individual who is able to manage their own needs independently.	MANAGING SELF Begin to see themselves as a valuable individual who is able to manage their own needs independently	MANAGING SELF Begin to identify resources and activities to help them to achieve their goal.	MANAGING SELF Begin to identify resources and activities to help them to achieve their goal.	MANAGING SELF Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene	MANAGING SELF Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene		

Word reading	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 3 mastery	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 3 mastery	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 3 mastery	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 3 mastery	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 3 mastery	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 3 mastery		
Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack		
Writing Write some or all of their name. Write some letters accurately.	Writing Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.	Writing Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.	Writing Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.	Writing Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.	Writing Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.	Writing Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.		
	Perfectly Norman	Perfectly Norman	Perfectly Norman	The Extraordinary Gardener	The Extraordinary Gardener	The Extraordinary Gardener		

Mathematics	Programmes using to support Maths: Mastering Number and White Rose Maths							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps

Number Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals. Numerical Patterns Count verbally beyond 10. Understand the 'one more/one less than' relationship between	Numbers <u>Length. Height and Time</u> Exploring and comparing length Exploring and comparing Height Talking about time Use white rose maths and Mastering Number	Numbers <u>Length. Height and Time</u> Exploring and comparing length Exploring and comparing Height Talking about time Use white rose maths and Mastering Number	Numbers <u>Building 9 and 10</u> Find 9 and 10 Compare Numbers to 10 Represent 9 and 10 Subitising numbers to 10 1 more and 1 less Composition to 10 Number bonds to 10 Making arrangements to 10 Doubles to 10 Use white rose maths and Mastering Number	Numbers <u>Building 9 and 10</u> Find 9 and 10 Compare Numbers to 10 Represent 9 and 10 Subitising numbers to 10 1 more and 1 less Composition to 10 Number bonds to 10 Making arrangements to 10 Doubles to 10 Use white rose maths and Mastering Number	Numbers <u>Building 9 and 10</u> Bonds to 10 / Consolidation Part whole model. Use part-whole model to represent number bonds to 10 Understand that parts and whole can be represented in different ways (10 not always on top) Use white rose maths and Mastering Number	Numbers <u>Building 9 and 10</u> Bonds to 10 / Consolidation Part whole model. Use part-whole model to represent number bonds to 10 Understand that parts and whole can be represented in different ways (10 not always on top) Use white rose maths and Mastering Number		
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consecutive numbers to 10 Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.	Numerical patterns Talk about and explore 2D and 3D shapes using informal and mathematical language. Combine shapes to make different ones and use mathematical language to describe the features of the new shape. Use white rose maths and Mastering Number	Numerical patterns Talk about and explore 2D and 3D shapes using informal and mathematical language. Combine shapes to make different ones and use mathematical language to describe the features of the new shape. Use white rose maths and Mastering Number	Numerical patterns Talk about and explore 2D and 3D shapes using informal and mathematical language. Describing features of each shape, matching, building (including composing and decomposing shapes to show how they can be made up of smaller shapes). Use white rose maths and Mastering Number	Numerical patterns Talk about and explore 2D and 3D shapes using informal and mathematical language. Describing features of each shape, matching, building (including composing and decomposing shapes to show how they can be made up of smaller shapes). Use white rose maths and Mastering Number	Numerical patterns Patterns in the environment such as spots, stripes and being able to describe them. ABAB patterns and sequence events including the language of first, second, third.. Use white rose maths and Mastering Number	Numerical patterns Patterns in the environment such as spots, stripes and being able to describe them. ABAB patterns and sequence events including the language of first, second, third.. Use white rose maths and Mastering Number		
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Programme to support People, culture and Communities: Jigsaw								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
Understanding the World Past and Present Compare and contrast characters from stories including figures from the past. People, Culture and Communities . Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide	Past and Present Pancake Day. Exploring the original meaning behind Pancake Day and what it represented to Christian people.	Past and Present Look at homes from the past and present day – what's different about them? What are they made from?	Past and Present 	Past and Present Look at different rainforests around the world. How have things changed from the past and present? Why has this change happened? Has this affected animals that live there? What animals live there?	Past and Present Easter celebrations over time. How have the celebrations changed for people who celebrate this seasonal event?	Past and Present Easter celebrations over time. How have the celebrations changed for people who celebrate this seasonal event?		
	People, Culture and Communities Pancake Day. Why do people celebrate Pancake Day? What special time does it mark the start of for Christians?	People, Culture and Communities Look at how different people live compared to how we live in East Harptree. Look at different homes from around the world and record what the children notice. Talk about the similarities and differences between life in this country and life in other countries.	People, Culture and Communities Thinking about the people in our lives who are special to us – why do we have days where we celebrate them?	People, Culture and Communities Mother's Day. Exploring different ways that people celebrate mothers day. Do all communities celebrate in the same way? People, Culture and Communities		People, Culture and Communities		
LSP EYFS RE UNIT: Why do Christians put a cross in an Easter Garden?								

range of vocabulary.	The Natural World LSP UNIT – PLANTS AND ANIMALS Lesson 1 – What do living things need to live and grow?	The Natural World LSP UNIT – PLANTS AND ANIMALS Lesson 2 – What are the different stages of a plants life?	The Natural World LSP UNIT – PLANTS AND ANIMALS Lesson 3 – What are the different stages of a butterflies life?	The Natural World LSP UNIT – PLANTS AND ANIMALS Lesson 4 – What are the different stages of a chickens life?	The Natural World LSP UNIT – PLANTS AND ANIMALS Lesson 5 – How do we care for animals?	The Natural World LSP UNIT – PLANTS AND ANIMALS Lesson 6 – Review of unit		
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Expressive Arts and Design	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps:
Being Imaginative and Expressive Creating with Materials Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing.	Being imaginative and Creating with Materials Observational drawing of a minibeast. Focus on details, wings, parts of the bug.	Being imaginative and Creating with Materials Design and make a cosy house for an minibeast and discuss what it needs - What would be good materials to use? Use Junk modelling to make your minibeast houses.	Being imaginative and Creating with Materials Creating Mothers Day cards/tokens to send to women who are special to the children.	Being imaginative and Creating with Materials Paint and collage your own rainforest image. What animals would live here? Can you add an animal to your scene? Alternatively create your own footprint picture.... Using potatoes or prints to make repeating footprints.	Being imaginative and Creating with Materials Create bug masks. Choose materials to use to represent different minibeasts. What can they use to represent markings of various minibeasts?	Being imaginative and Creating with Materials Create a poster for climate change. What do we want people to know? What can we do to help change climate change?		

Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Sing up – Five fine bumble bees Song bag, nursery rhymes. Easter songs		
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