

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 Centre – growing side

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: Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. ELG Building Relationships: Play with one or more other children, extending and elaborating play ideas.	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		
	BUILDING RELATIONSHIPS Continue to develop their recognition of their feelings and consider the feelings of others.	BUILDING RELATIONSHIPS Continue to develop their recognition of their feelings and consider the feelings of others.	BUILDING RELATIONSHIPS Continue to develop their recognition of their feelings and consider the feelings of others.	BUILDING RELATIONSHIPS Continue to build on their conflict resolution skills with some adult support.	BUILDING RELATIONSHIPS Developing confidence in building constructive and respectfu	BUILDING RELATIONSHIPS Developing confidence in building constructive and respectfu		
Jigsaw (Discrete lesson) Healthy Me	Everybody’s body	We like to move it, move it	Food, Glorious food	Sweet Dreams	Keeping clean	Stranger Danger		

Physical Development (PD)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	FINE	FINE	FINE	FINE	FINE	FINE		
	Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control	Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control	Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control	Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control	Develop the foundations of a writing style which is fast, accurate and efficient	Develop the foundations of a writing style which is fast, accurate and efficient		
Gross	Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene							
Fine	Show a preference for a dominant hand. Use one handed tools and equipment i.e., making snips into paper							
	Weekly PE lesson with PH Sports	Weekly PE lesson with PH Sports	Weekly PE lesson with PH Sports	Weekly PE lesson with PH Sports	Weekly PE lesson with PH Sports	Weekly PE lesson with PH Sports		
	Weekly yoga sessions and go noodle brain breaks throughout the week	Weekly yoga sessions and go noodle brain breaks throughout the week	Weekly yoga sessions and go noodle brain breaks throughout the week	Weekly yoga sessions and go noodle brain breaks throughout the week	Weekly yoga sessions and go noodle brain breaks throughout the week	Weekly yoga sessions and go noodle brain breaks throughout the week		
	Develop overall body strength, coordination, balance and agility.	Develop overall body strength, coordination, balance and agility.	Develop overall body strength, coordination, balance and agility.	Know and talk about different factors that support their overall health and wellbeing.	Know and talk about different factors that support their overall health and wellbeing.	Know and talk about different factors that support their overall health and wellbeing.		

Communication and Language (CL) Listening, Attention and Understanding: Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Speaking: Develop social phrases. “Good morning, how are you?” Learn new vocabulary and use it throughout the day in different contexts.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Listening, Attention and Understanding Engage in story times. Ask and answer questions about books shared in class.	Listening, Attention and Understanding Engage in story times. Ask and answer questions about books shared in class.	Listening, Attention and Understanding Engage in story times. Ask and answer questions about books shared in class..	Listening, Attention and Understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listening, Attention and Understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listening, Attention and Understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
	Speaking Beginning to describe events in some detail using full sentences.	Speaking Beginning to describe events in some detail using full sentences.	Speaking Describing events in some detail, full sentences and starting to use new vocabulary.	Speaking Describing events in some detail, full sentences and starting to use new vocabulary.	Speaking . Describing events in some detail, full sentences and starting to use new vocabulary.	Speaking Describing events in some detail, full sentences and starting to use new vocabulary.		
	Texts: ‘The Extraordinary Gardener’ and ‘The Tiny Seed’ (Linked texts: Tidy, The Hungry Caterpillar, There’s a tiger in my garden, leaf man, love our earth, Nature Trail)							

Literacy Word reading 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. Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Writing Write some or all of their name. Write some letters accurately.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	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 Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack The Extraordinary gardener	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack The Extraordinary gardener	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack The Extraordinary gardener	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack The Tiny Seed	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack The Tiny Seed	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books Daily story time with snack The Tiny Seed		
	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.		

Mathematics 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	Programmes using to support Maths: Number sense and White Rose Maths							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Numbers <u>Length. Height and Time</u> Exploring and comparing length Exploring and comparing Height Talking about time Use white rose maths and Numbersense	Numbers <u>Length. Height and Time</u> Exploring and comparing length Exploring and comparing Height Talking about time Use white rose maths and Numbersense	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	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	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)	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)		

<p>than' relationship between consecutive numbers to 10</p> <p>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.</p>			Use white rose maths and Numbersense	Use white rose maths and Numbersense	Use white rose maths and Numbersense	Use white rose maths and Numbersense		
	<p>Numerical patterns</p> <p>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.</p> <p>Use white rose maths and Numbersense</p>	<p>Numerical patterns</p> <p>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.</p> <p>Use white rose maths and Numbersense</p>	<p>Numerical patterns</p> <p>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).</p> <p>Use white rose maths and Numbersense</p>	<p>Numerical patterns</p> <p>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).</p> <p>Use white rose maths and Numbersense</p>	<p>Numerical patterns</p> <p>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..</p> <p>Use white rose maths and Numbersense</p>	<p>Numerical patterns</p> <p>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..</p> <p>Use white rose maths and Numbersense</p>		

<p>Understanding the World</p> <p>Past and Present Compare and contrast characters from stories including figures from the past.</p> <p>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.</p> <p>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 range of vocabulary.</p>	Programme to support People, culture and Communities: Jigsaw							
	Week 1 – Lifecycles	Week 2 – Habitat	Week 3 – Woodland	Week 4 – Rainforests	Week 5 – Polar Habitat	Week 6 – Climate Change	Week 7 –	Next Steps
	<p>Past and Present</p> <p>Pancake Day. Exploring the original meaning behind Pancake Day and what it represented to Christian people.</p>	<p>Past and Present</p> <p>Look at homes from the past and present day – whats different about them? What are they made from?</p>	<p>Past and Present</p>	<p>Past and Present</p> <p>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?</p>	<p>Past and Present</p> <p>Easter celebrations over time. How have the celebrations changed for people who celebrate this seasonal event?</p>	<p>Past and Present</p> <p>Easter celebrations over time. How have the celebrations changed for people who celebrate this seasonal event?</p>		
	<p>People, Culture and Communities</p> <p>Pancake Day. Why do people celebrate Pancake Day? What special time does it mark the start of for Christians?</p>	<p>People, Culture and Communities</p> <p>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.</p>	<p>People, Culture and Communities</p> <p>Thinking about the people in our lives who are special to us – why do we have days where we celebrate them?</p>	<p>People, Culture and Communities</p> <p>Mother’s Day. Exploring different ways that people celebrate mothers day. Do all communities celebrate in the same way?</p>	<p>People, Culture and Communities</p> <p>Ramadan. How do Muslim people celebrate Ramadan. Children invited to share own experiences. Compare and contrast with other known festivals.</p>			
	RE: What is Easter?							
	<p>The Natural World</p> <p>What is a life cycle? Look at a lifecycle of a human, now explain this happens for every living thing. Explore the lifecycle of a butterfly. What does the caterpillar need to grow into a butterfly?</p>	<p>The Natural World</p> <p>Recap from last week. Introduce our butterfly eggs/caterpillars. Children to observe and describe what they see. Can they children describe from last week what they think will happen in the process?</p>	<p>The Natural World</p> <p>Review progress of caterpillars and butterflies.</p> <p>Learn about what creatures need to stay alive – the essentials they need.</p>	<p>The Natural World</p> <p>Observe change in the natural world – leaves, weather, seasons, explore the world around us and see how it changes as we move through the seasons. Provide opportunities for children to note and record the weather.</p>	<p>The Natural World</p> <p>Find out how climate change is affecting the polar regions. Do we know anything about polar regions? Show them on a map. Explore the properties of ice and ways of making the ice melt quicker/not melt.</p>	<p>The Natural World</p> <p>Introduce the children to the impact of rubbish and the role of recycling and how they can help care for our world.</p>		

Expressive Arts and Design 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 Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps:
	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 minibeasr 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?		
	Music Focus Dancing along to a selection of minibeast songs. Explore the different types of moves that the children create for various minibeasts. Will they use the same moves for a worm as for a butterfly? Why?	Music Focus Dancing along to a selection of minibeast songs. Explore the different types of moves that the children create for various minibeasts. Will they use the same moves for a worm as for a butterfly? Why?	Music Focus Creating their own dances to minibeast songs and sharing with the class in performances.	Music Focus Offer opportunities for the children to respond to songs using a wide range of props for play which encourage imagination, such as fabric, streamers, bands and pipe cleaners to make headdresses. Children could choreograph their own dance moves to create a performance piece for a 'big bug ball'.	Music Focus Using the musical instruments, can the children make sounds related to the bug they have been given, for example a centipede might be quick and fast, a worm would be slow and low.	Music Focus Using the musical instruments, can the children make sounds related to the bug they have been given, for example a centipede might be quick and fast, a worm would be slow and low.		