

Reception Medium Term Plan - Spring 1 2023 – Tales Around the World

Tales Around the World						
Week / Date	Week 1 2 - 5.1.24	Week 2 8 – 12.1.24	Week 3 15 – 19.1.24	Week 4 29.1 – 2.2.24	Week 5 5. – 9.2.24	Half Term 12 – 16.2.24
Learning Theme Main Objectives	<p><u>Tales from around the world.</u> I can enjoy and retell stories from other countries and cultures. I can identify countries on a map. I can create simple maps. I can recall key information about a country e.g. flag, language, wildlife. I can compare similarities and differences between our country and others.</p>					
Main Text & Focus	Hansel and Gretel	Atlases, Maps and Non-Fiction Texts Germany	Aesops Fables – the boy who cried wolf Atlases, Maps and Non-Fiction Texts Greece	Anansi Atlases, Maps and Non-Fiction Texts Africa specifically Ghana	Chinese New Year The Great Race Atlases, Maps and Non-Fiction Texts China	
HOOK	Create Ginger Bread		Wolf Prints	Spiders and Webs	Dragons	
Genre Focus	Traditional and Fairy Tales from various authors					
<u>Phonics</u>	<u>Phonics</u> Chapter 2 Set 8 Double letters ff, ll, ss, zz	<u>Phonics</u> Chapter 2 Set 8 Additional Doubles tt, pp, rr, mm, nn, dd, gg, bb.	<u>Phonics</u> Chapter 2 Alphabetical Order	<u>Phonics</u> Chapter 2 Vowels and Consonants	<u>Phonics</u> Chapter 2 Recap and consolidate	
<u>Literacy</u>	<u>Literacy</u> Listen to and follow instructions in a recipe. Retell a story using appropriate language. Form lower case and uppercase letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	<u>Literacy</u> Identify a non-fiction text and some of its features. Look at an Atlas and understand it shows maps of the world. Form lower case and uppercase letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	<u>Literacy</u> Retell a story using appropriate language. Talk about a character's actions and what we can learn from them. Identify a non-fiction text and some of its features. Look at an Atlas and understand it shows maps of the world. Introduce simple sentences, capital letters and full stops.	<u>Literacy</u> Retell a story using appropriate language. Talk about a character's actions and what we can learn from them. Form lower case and uppercase letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write a short sentence about Anansi including a capital letter and full stop.	<u>Literacy</u> Identify a non-fiction text and some of its features. Look at an Atlas and understand it shows maps of the world. Form lower case and uppercase letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write a short sentence about Anansi including a capital letter and full stop.	
<u>Literacy Developmental Matters</u>	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.					

Communication and Language Developmental Matters	Engage in story times. Use new vocabulary in different contexts. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.					
Mathematics	<u>NCETM Mastering Number (W7) Comparison</u> Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number	<u>NCETM Mastering Number (W8) Composition</u> Explore the concept of 'whole' and 'part'	<u>NCETM Mastering Number (W9) Composition</u> Focus on the composition of 3, 4 and 5	<u>NCETM Mastering Number (W10) Counting, ordinality and cardinality.</u> Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	<u>NCETM Mastering Number (W11) Subitising</u> Subitise within 5 focusing on die patterns Match numerals to quantities within 5	
Mathematics Developmental Matters	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Continue, copy and create repeating patterns.					
RE	Incarnation - Why do Christians believe Jesus is special?	Incarnation - Why do Christians believe Jesus is special? I can express who is special to me; I am able to say who is particularly special to Christians.	Incarnation - Why do Christians believe Jesus is special? I can remember the story of The Lost Sheep I can talk about what is important to other people.	Incarnation - Why do Christians believe Jesus is special? I can remember the story of Jesus lost as a child in the Temple. I can remember Jesus' miracle of feeding the 5,000. I can talk about what they find interesting or puzzling.	Incarnation - Why do Christians believe Jesus is special? I can remember the miracle of Jesus healing the paralysed man I can talk about what they find interesting or puzzling. I know that Jesus taught Christians to "love one another;" I can reflect on how they can show love towards other people.	
Personal, Social and Emotional Development	Share confidently how we celebrated Christmas with our Families and loved Ones. Family traditions?	Hansel and Gretel's Actions	What can we learn from the boy who cried wolf? What does it teach us?	What can we learn from the actions and story of Anansi?	How to be safe in the half term break.	

Jigsaw PSHE	Dreams and Goals 1; Challenge	Dreams and Goals 2. Never Giving Up	Dreams and Goals 3; Setting a goal	Dreams and Goals 4. Obstacles and Support	Dreams and Goals 5; Flight to the future	
PSED Developmental matters	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>					
Understanding the World	Name and describe people who are familiar to them and how they celebrated the Christmas holiday with family members	Experience maps of the world in different formats. Posters, Globes, Atlas etc. Identify different symbols. Create maps of Hansel and Gretel's route. Comparison of Germany and UK	Compare and contrast characters from stories. Draw information from a simple map. Comparison of UK and Greece, homes, clothing, animals, climate. (similarities and differences)	Compare and contrast characters from stories. Draw information from a simple map. Comparison of UK and Ghana, homes, clothing, animals, climate. (similarities and differences)	Compare and contrast characters from stories. Draw information from a simple map. Comparison of UK and China, homes, clothing, animals, climate. (similarities and differences) How festivals are celebrated	
Understanding the World Developmental matters	<p>Talk about members of their immediate family and community.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and other countries</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>					
Physical Development	Fine Motor - Cooking Utensils, rolling pin, cutters etc. Gross - houses small and large construction	Fine / Gross - houses small and large construction Mapping routes / obstacle Courses Small World Houses and Homes	Large foam and small piece alphabet puzzles Letters in sand and water to retrieve using tweezers / spoons etc.	Fine Motor Make spiders and Webs construction, Threading large and small Minibeasts Small World Play	Ball Skills - Aiming, Throwing and Catching. African Animals Small World Play	
REAL PE	Unit: Cognitive, Focus: Following Rules Dynamic Balance on a line Static Balance and Stance	Unit: Cognitive, Focus: Following Rules Dynamic Balance on a line Static Balance and Stance	Unit: Cognitive, Focus: Following Rules Dynamic Balance on a line Static Balance and Stance	Unit: Cognitive, Focus: Following Rules Dynamic Balance on a line Static Balance and Stance	Unit: Cognitive, Focus: Following Rules Dynamic Balance on a line Static Balance and Stance	
Physical Developmental Matters	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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.</p>					
Expressive Arts and Design	Ginger Bread Cookies / People.	Role play the story of Hansel and Gretel.	Role Play Aesops Fables Make Wolf Masks Make focus country flags.	Make focus country flags. Create Spiders and weave webs	Make focus country flags. Chinese New Year Characters	

	Role play the story of Hansel and Gretel Paint / draw pictures of Christmas experiences.	Create / Decorate Gingerbread Houses Make focus country flags. Listen to German Music	Listen to Greek Music	Listen to African Music	Listen to Chinese music	
<u>Expressive Arts and Design</u> <u>Developmental Matters</u>	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.					