

## Reception Medium Term Plan - Spring 2 2024 – We are Family

We Are Family						
Week / Date	Week 1 19 -23.2.24	Week 2 26.2.24 - 1.3.24	Week 3 4 - 8.3.24	Week 4 11 – 15.3.24	Week 5 18 – 22.3.24	Week 6 25 - 28.3.24
Learning Theme Main Objectives and key questions	<b>We are Family: Objectives</b> I can talk confidently about members of my family. I can talk about how my family has changed over time. I can talk about changes in living memory. I understand that all families are different but share love.			<b>We are Family: Key Questions</b> What makes a family? How has my family changed? What is different now to when my parents / grandparents were children?		
Main Text & Focus	Not Now Bernard David McKee Me and My Family Tree  <b>I can share information about my family.</b>	My Dad is Brilliant Nick Butterworth  <b>I can talk about where I live and who I live with.</b>	My Mum is Fantastic Nick Butterworth Cinderella  <b>I can talk about my experience of family celebrations.</b>	My Grandpa is Amazing Nick Butterworth Red Riding Hood  <b>What was my family like before me?</b>	My Grandma is Wonderful Nick Butterworth  <b>I can recognise and talk about similarities and differences.</b>	The Easter Story  <b>I can talk about what makes a family.</b>
Children's choice	In discussion with Apple Class they would also like to learn about families from around the world and animal families.					
Other linked Texts	Exploring Family through traditional and Fairy Tales; e.g. Cinderella, Goldilocks and the three bears, Snow White and the Seven Dwarves, Red Riding Hood Books about family diversity; e.g. Love makes a family, We are family, Focus Author; Nick Butterworth					
HOOK	Family Tree Home Learning		World Book Day 7.3.24		Grandparents Day 21.3.24 Classroom Visit 2pm	
<b>Phonics</b>	<b>Phonics</b> Chapter 2 Recap and consolidate	<b>Phonics</b> Chapter 2 Recap and consolidate	<b>Phonics</b> Chapter 3 set 1 /ng/, /ch/, /sh/, unvoiced /th/, voiced /th/ and comparing /th/ sounds,	<b>Phonics</b> Chapter 3 set 1 HFWs: 'children', 'they', 'then', 'them', 'this', 'that', 'with'	<b>Phonics</b> Chapter 3 set 2 /ai/, /ee/, /igh/ and /oa/,	<b>Phonics</b> Chapter 3 set 2 /, HFWs: 'see', 'he', 'she', 'we', 'me', 'be', 'my'
<b>Literacy</b>	<b>Literacy</b> Not Now Bernard Draw and label monsters and Bernard's house from the story. (character and setting) I can record the sounds I can hear. I can write labels. I can write short sentences.	<b>Literacy</b> Not Now Bernard Alternative Endings to the story. I can record the sounds I can hear. I can write labels. I can write short sentences.	<b>Literacy</b> Sentences to describe Parents. I can record the sounds I can hear. I can write short sentences. I can use finger spaces, capital letters and full stops with help.  <b>World Book Day</b>	<b>Literacy</b> Sentences to describe Homes. I can record the sounds I can hear. I can write short sentences. I can use finger spaces, capital letters and full stops with help.	<b>Literacy</b> Sentences to describe families. I can record the sounds I can hear. I can write short sentences. I can use finger spaces, capital letters and full stops with help.	<b>Literacy</b> Sentences to describe changes in living memory. I can record the sounds I can hear. I can write short sentences. I can use finger spaces, capital letters and full stops with help.
<b>Literacy Developmental Matters</b>	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.					

	<p>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.</p>					
<b>Communication and Language Developmental Matters</b>	<p>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.</p>					
Mathematics	<p><u>NCETM Mastering Number Week 14 Composition</u>  Focus on 6 and 7 as ‘5 and a bit’</p>	<p><u>NCETM Mastering Number Week 15 Composition</u>  Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i>  Make unequal sets equal</p>	<p><u>NCETM Mastering Number Week 16 Counting, ordinality and cardinality</u>  Focus on the ‘staircase’ pattern and ordering numbers</p>	<p><u>NCETM Mastering Number Week 17 Comparison</u>  Focus on ordering of numbers to 8  Use language of <i>less than</i></p>	<p><u>NCETM Mastering Number Week 18 Composition</u>  Doubles – explore how some numbers can be made with 2 equal parts</p>	<p><u>NCETM Mastering Number Week 19 Composition</u>  Sorting numbers according to attributes - odd and even numbers</p>
Mathematics Developmental Matters	<p>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.</p>					
<b>RE</b>	<p><b>Salvation - What Is So Special About Easter?</b>  <u>What was the Donkey’s special job?</u>  Learn about the story of Palm Sunday;  Learn that Christians believe Jesus is a special king;  Think about how we treat people who are special.</p>	<p><b>Salvation - What Is So Special About Easter?</b>  <u>What was special about Jesus’ meal with His friends?</u>  Learn about the story of the Last Supper;  Begin to explore why Christians share bread and wine today;  Think about special meals in our own lives and</p>	<p><b>Salvation - What Is So Special About Easter?</b>  <u>Why did Jesus go to a special garden?</u>  Know the story of Jesus praying in the Garden of Gethsemane;  Think about where people go and what they do, when they are worried;  Explore where, when and why Christians pray.</p>	<p><b>Salvation - What Is So Special About Easter?</b>  <u>Why is the Cross Special?</u>  Know the story of when Jesus died;  Learn that Christians believe Jesus died to show people how much God loves them and to ‘rescue’ them;  Think about the ways people show their love to each other.</p>	<p><b>Salvation - What Is So Special About Easter?</b>  <u>What is special about the stone?</u>  Know about Jesus’ resurrection;  Begin to understand that Christians believe that God raised Jesus from the dead and that they believe He is still alive today;</p>	<p><b>Salvation - What Is So Special About Easter?</b>  <u>What Is Special About Easter?</u>  Remember the Easter story;  Know some of the ways that Christians celebrate Easter;  Think about ways we celebrate special events and festivals in our own lives.</p>

		special people we share food and drink with.			Explore feelings of loss, surprise, hope and joy.	
<b>Personal, Social and Emotional Development</b>	I can confidently talk about my family.	I can begin to recognise and talk about different family structures through stories.	I can begin to recognise and talk about different family structures through stories.	I can begin to recognise and talk about different family structures through stories.	I can share my thoughts and feelings with different people confidently.	I can share my thoughts and feelings with different people confidently.
<b>Jigsaw PSHE</b>	Healthy Me Everybody's body	Healthy Me We like to move it move it	Healthy Me Food Glorious Food	Healthy Me Sweet Dreams	Healthy Me Keeping Clean	Healthy Me Safe Adults
<b>PSED Developmental matters</b>	<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>					
<b>Understanding the World</b>	<p>I can share information about my family.</p> <p>I can talk about my family tree.</p>	<p>I can talk about where I live and who I live with.</p> <p>I can talk about changes in living memory.</p> <p>The Acres and when it was built, what was there before? Where has my family lived?</p>	<p>I can talk about my experience of family celebrations.</p> <p>I understand how and why Mothering Sunday is celebrated</p>	<p>What was my family like before me?</p> <p>I can talk about changes in living memory.</p> <p>Share pictures of how the local area has changed. (town)</p>	<p>I can recognise similarities and differences.</p> <p>I can talk about how things were different for my grandparents when they were children.</p> <p>I can talk about changes in living memory.</p>	<p>I can talk about what makes a family.</p> <p>I can talk about changes in living memory.</p> <p>How has school changed?</p>
<b>Understanding the World Developmental matters</b>	<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>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>					
<b>Physical Development</b>	Fine Motor – Draw Monsters and create with play dough Gross – Build Home Role Play Area Junk Modelling Monsters	Fine Motor – Houses and Homes Construction Gross – Houses and Homes Construction	Fine Motor – Mother's Day Cards and art work The Ugly Sisters from Cinderella – draw / make Gross – Carriages / palaces building	Fine Motor – Red Riding Hood / wolf illustrations and story scene building Gross – Grandma's House creating	Fine Motor – cake making Playdough / threading Gross – wide range of large construction	Fine Motor – wide range of small construction Threading Gross – wide range of large construction
<b>PE</b>	Coaching Session Tuesday PM	Coaching Session Tuesday PM	Coaching Session Tuesday PM	Coaching Session Tuesday PM	Coaching Session Tuesday PM	Coaching Session Tuesday PM
<b>Physical Developmental Matters</b>	<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>					

	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.					
<b><u>Expressive Arts and Design</u></b>	Paint and Draw Monsters and Homes from Not Now Bernard. Home Corner Role Play Home and Family Small World Play	Create images of Dad's Home Corner Role Play Home and Family Small World Play	Cinderella role play Create images of Mum's Mother's Day Cards and art work World Book Day Home and Family Small World Play	Red Riding Hood Role Play Create images of families Invitations to Grandparents Home and Family Small World Play	Home Corner Role Play Home and Family Small World Play	Home Corner Role Play Home and Family Small World Play
<b><u>Expressive Arts and Design</u></b> <b><u>Developmental Matters</u></b>	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.					