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Reception Medium Term Plan – Spring Term

**The Big Question:** What grows and changes in spring?

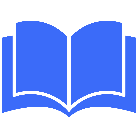
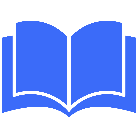
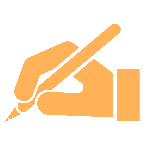
**Class Trip:** Smithills Farm

**Class Reader: If all the World were/ Oliver’s Vegetables**

**Significant People: John Deere**

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**Literacy – Reading: word reading**

Students will:

* Further develop their ability to decode CVC words
* Begin to read longer captions and simple sentences
* Play sound swap games to manipulate words
* Read words they are familiar with without the need to segment and blend, in order to support their speed and fluency

**Personal, Social and Emotional Development**

Students will:

* Discuss their families and why they are special
* Learn the importance of sharing and strategies for doing so
* Recognise diversity through discussion, such as the festivals people may or may not celebrate
* Understand the importance and develop the ability to become an honest, thoughtful and resilient active learner who can listen and respond to instructions

**Literacy – Reading: comprehension**

Students will:

* Be exposed to a range of books linking to growth and change
* Recognise the difference between fiction and non-fiction
* Discuss stories in depth focusing on the order of events and components of a story
* Learn features of different texts in order to support them in writing their own

**Communication and Language**

Students will:

* Observe and describe the world around them
* Become confident speakers by talking and listening in groups and whole class scenarios
* Become more effective listeners by recalling back what another child has said
* Draw on own experiences outside of school to discuss events in detail
* Develop questioning skills focusing on who, what, where, how and why

**Literacy – Writing**

Students will:

* Begin to write captions and simple sentences using their developing phonics knowledge
* Use their knowledge of fiction and non-fiction texts to write for a range of purposes
* Innovate simple stories to create their own

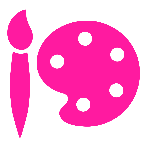
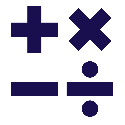
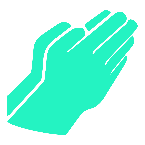
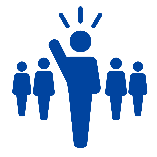
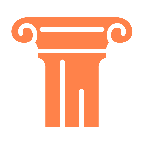
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**Perspectives Debate Share a Story Cause and Consequence Connections Wider World Creative Expression Justify Economise**



**Mathematics**

Students will:

* Build on their prior learning of comparing weight and mass, predicting which objects they think will be heavier or lighter
* Explore different representations of numbers up to 10, continuing to develop skills in subitising and composition
* Learn numbers bonds to 10, odd and even numbers and the concept of doubling
* Explore, compare and order different measures such as length, height and time
* Identify, name and compare 3D shapes in their environment

**Expressive Arts and Design**

Students will:

* Use musical instruments to represent the different seasons
* Work in a group to create a musical rhythm
* Participate in sign along sessions and perform sign language they have been learning to an audience

**Understanding the World** (*History & RE* – past and present, people, culture and communities)

Students will:

* Build on their prior knowledge of changes over time, looking at how animals grow and change
* Study the role of a farmer, how it contributes to the community and how it has changed over time
* Give examples of special occasions and suggest features of a good celebration, particularly looking at Chinese New Year
* Discuss stories associated with Easter and discuss how and why it is celebrated

**Physical Development**

Students will:

* Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting and aiming
* Build confidence, competence, precision and accuracy when engaging in activities that involve a ball

**Understanding the World** (*Science & Geography* – the natural world)

Students will:

* Observe and explorechanges in the natural world as the season changes from Winter to Spring
* Participate in a first-hand chick hatching experience to explore the life cycle of a chick
* Explore the life cycle of animals, their habitats and what they need to survive
* Discover what a plant needs to grow

**Expressive Arts and Design**

Students will:

* Develop and practise threading and weaving techniques using various materials and objects
* Create a threading board, using springtime flowers to inspire our creations
* Mix primary colours together to see which new colours we can create
* Look at the artwork of Sonia Delaunay to see how she used many strong colours

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**Perspectives Debate Share a Story Cause and Consequence Connections Wider World Creative Expression Justify Economise**

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