

Reception Medium Term Planning

Date: Spring 2	Topic: How does your garden grow?
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Key Learning Objectives:	Assessment for Learning:
<p>PSED</p> <p>To express their feelings and consider the feelings of others.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To think about the perspectives of others</p>	<p>I can...</p> <ul style="list-style-type: none"> - use language such as happy, sad, angry or worried to express my feelings. - use language such as happy, sad and angry to say how my friend might be feeling. - keep trying at different activities I find difficult. - follow the class rules appropriately. - talk about how others may be feeling in familiar stories.
<p>CLL</p> <p>To describe events in some detail.</p> <p>To articulate their ideas and thoughts in well-formed sentences</p> <p>To use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>To use new vocabulary in different contexts.</p>	<p>I can...</p> <ul style="list-style-type: none"> - use descriptive words to talk about activities I have taken part in (fun, good, exciting, scary etc) - speak clearly and in sentences which make sense. - talk about how I am completing a practical activity when asked questions. - name the different parts of a plant using the correct vocabulary.
<p>PD</p> <p>To confidently and safely use a range of large and small apparatus</p>	<p>I can...</p>

<p>indoors and outside, alone and in a group. To develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<ul style="list-style-type: none"> - use the multi skills equipment in the hall with adult support - move my body in a variety of ways - throw and catch a ball with some accuracy - balance on one leg - change direction during games quickly and carefully. - hold a pencil correctly - hold scissors correctly and use them with some accuracy - write letters independently, most of which are correctly formed.
<p>Literacy</p> <p>To read some letter groups that each represent one sound and say sounds for them.</p> <p>To read a few common exception words</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To form lower case letters correctly</p> <p>To write short sentences with words with known letter-sound correspondences</p>	<p>I can...</p> <ul style="list-style-type: none"> - recognise all set 1 sounds speedily and accurately - begin to recognise some set 2 sounds (ay, ee, igh, ow, oo) - read up to 5 red words - read a RWI ditty or green book sentence independently - write a sentence using my sound knowledge and finger spaces with support.
<p>Mathematical Development</p> <p>Compare length, weight and capacity.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count object, actions and sounds</p> <p>Compare numbers</p>	<p>I can...</p> <ul style="list-style-type: none"> - tell you which object is longer / shorter - tell you which object is taller / shorter and why - begin to sequence daily events correctly

<p>Subitise</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p>	<ul style="list-style-type: none"> - count up to 20 objects accurately - compare numbers to 10 - tell you one more than a number to 10 - tell you one less than a number to 10 - find doubles or pairs to 10 - tell you if a number to 10 is odd or even - say which numbers can be paired to make 5 and or 10 - subitise numbers to 5 - name common 3d shapes - tell you which 2d shapes can be seen in a 3d shape - spot patterns in the environment - copy and continue a pattern - use 3d shapes to build for a purpose
<p>KUW</p> <p>To understand the effect of the changing world around them</p>	<p>I can...</p> <ul style="list-style-type: none"> - tell you how the world around me is changing in spring - use appropriate vocabulary to talk about how plants grow and change - label a plant correctly - talk about plants we can eat - name common baby animals
<p>EA&D</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>I can...</p> <ul style="list-style-type: none"> - talk about how I have improved my model or picture during independent work

To listen attentively, move to and talk about music, expressing their feelings and responses.
To watch and talk about dance and performance art, expressing their feelings and responses

- listen to a short piece of music and say how it makes me feel
- listen to a piece of music and show my feelings through dance
- say how a dance makes me feel or what it makes me think of.