

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 indoors and outside, alone and in a group.</p> <p>To develop overall body-strength, balance, co-ordination and agility.</p>	<p>I can...</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

<p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<ul style="list-style-type: none"> - 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>To count beyond ten.</p> <p>To understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>To explore the composition of numbers to 10</p> <p>To subitise</p> <p>To select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>I can...</p> <ul style="list-style-type: none"> - count up to 20 objects accurately - say one more than a number to 10 - say one less than a number to 10 - say which numbers can be paired to make 5 and or 10 - subitise numbers to 5 - use shapes to create pictures and patterns
<p>KUW</p>	<p>I can...</p>

<p>To understand the effect of the changing world around them</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>To listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>I can...</p> <ul style="list-style-type: none"> - talk about how I have improved my model or picture during independent work - 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.