

Reception Curriculum

Spring 1

Medium Term Plan

Journeys through Traditional tales! (Whole school topic-Maps)	Week 1 Billy Goats Gruff	Week 2 Three little pigs	Week 3 Goldilocks and the Three Bears	Week 4 Little Red Riding Hood/ Chinese New Year	Week 5 Gingerbread man	Week 6 Hansel and Gretel
Exploratory Questions	What is a journey? Can you describe a journey that a character takes? What do we use a map for?					
Personal, Social and Emotional Development	<ul style="list-style-type: none"> ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. ● Develop appropriate ways of being assertive ● Talk with others to solve conflicts. ● Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ ● Express their feelings and consider the feelings of others. ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally ● Manage their own needs. - Personal hygiene 					
	Discuss how the Billy Goats were brave to go over the bridge when the troll was	Pass the pig – what house would you like to live in? Encourage the use of	Goldilocks went into a stranger’s house. Was this a good thing to do?	Talk about grandparents. Children to bring in pictures of their	How would you catch the Gingerbread man? What	Telling the truth. Is telling the truth always easy? When you have been

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	<p>there and they stood up to the troll. What would you say to the troll if you were a Billy Goat? Why did the Goats want to go over the bridge? Trying something new, how would they be feeling? Record feelings words on stars to add to display.</p>	<p>imagination; rocket, a castle, etc. Why? Discuss what different materials houses are made from and what would you use.</p>	<p>Why not? Discuss stranger danger. How can we keep ourselves safe?</p>	<p>grandparents and their experiences with them. Circle time on celebrations. How do Chinese people celebrate CNY? Is that similar or different to how you celebrate?</p>	<p>would you do to trick the Gingerbread man so you could catch him and eat him? How would you feel if you made a Gingerbread man and if came alive?</p>	<p>brave and told the truth? Stranger Danger, being kind to each other. Looking after our friends and family.</p>
<p>Communication and Language</p>	<ul style="list-style-type: none"> • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ • Use longer sentences of four to six words • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. 					

	<ul style="list-style-type: none"> Describe events in some detail. Develop social phrases. Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 					
	<p>Retelling Billy goats Gruff story with masks and using wooden blocks to build own bridge.</p> <p>Puppets in puppet theatre, finger puppets, story sacks and tuff spot opportunities for story telling with peers. Working in groups to retell story.</p>	<p>Three Little Pigs sentence building cards – see resources. Talk about the different materials the pigs used. Explain to a friend which material was the best/worst and why. What would you use.</p> <p>Retelling the story. Puppets in puppet theatre, finger puppets, story sacks and tuff spot opportunities for story telling with peers. Working in groups to retell story.</p>	<p>Who's been eating my porridge game? Using a blindfold and different voices, children guess who is speaking by listening carefully.</p>	<p>Hot seating characters. Focus on 'how' and 'why' questions. Pretend to be the Characters from Little Red Riding Hood. Can children recall what the characters said, use different voices to be the characters.</p> <p>Listen to the story of the Zodiac. Act out the story and discuss relating questions with friends.</p>	<p>Retelling the story Gingerbread man Puppets in puppet theatre, finger puppets, story sacks and tuff spot opportunities for story telling with peers. Working in groups to retell story.</p>	<p>Acting out the story in the home corner using a range of props. Retelling the story.of Hansel and Gretel Puppets in puppet theatre, finger puppets, story sacks and tuff spot opportunities for story telling with peers. Working in groups to retell story.</p>
Physical Development	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. 					

	<ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. 					
	<p>Use a range of construction materials and apparatus to build the bridge for the Three Billy goats Gruff.</p> <p>Can you build it with room for a troll to hide underneath?</p> <p>Goats live on a farm, can you build a farm with a barn for the goats to live in?</p> <p>Spreading butter on bread and cutting bread to make cress sandwiches.</p>	<p>Experiments different ways of moving when re-enacting the story. How might the wolf move so he isn't heard?</p> <p>Can you build the three little pigs house using different construction materials, make labels for the houses and decide if they would be easy to blow down. Build houses so the wolf can't blow them down.</p>	<p>Talk about porridge being a 'healthy' food. What other foods are healthy/unhealthy?</p> <p>Tracing patterns on bowls of porridge.</p>	<p>Talk about Grandma being poorly. What sort of thing could LRRH bring with her to make Grandma feel better?</p> <p><i>Fine motor and gross motor activity: practice recreating Chinese symbols. Use a range of writing tools to do this.</i></p>	<p>Sewing, threading Gingerbread man.</p> <p>Tracing patterns on Gingerbread man</p> <p>Using playdough to make Gingerbread men</p> <p>Gingerbread men and patterns for them.</p> <p>Baking Gingerbread men in school kitchen with school cook.</p>	<p>use pegboards to make patterns to be the sweets on the witches house.</p> <p>Make own finger puppets- cutting skills.</p> <p>Colouring the house</p> <p>Writing words around it to describe the sweets</p>
Oracy Opportunities	<p>Take different roles in the story. What do the Billy goats say? Can you be a Billy Goat and</p>	<p>Build word bank to describe the Wolfs character- place words inside outline</p>	<p>Right and Wrong? Search our feelings, what do we think of</p>	<p>Trying new Chinese foods? Describe the tastes and what</p>	<p>Retell the story of the Gingerbread man, take it in turns to each say</p>	<p>Conscious corridor-how do Hansel and Gretel feel when they first see the</p>

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	match your voice to suit each goat. Add in words to say how each Billy Goat felt as he crossed the bridge.	of wolf “ The wolf is...” build words around the wolf picture to describe his appearance.	Goldilocks actions? Should she have gone into the three bears house without an invitation?	we think of it, textures and flavours.	part of the story. Listen carefully to the person before to know when to carry the story on in full sentences.	Gingerbread house? Then how do they feel once the witch captures them?
Literacy	<ul style="list-style-type: none"> • Can give meanings to marks • Hears and says the initial sound in words. • Begins to segment the sounds in simple words and blend them together. • Begin to break the flow of speech into words • Can segment the sounds in simple words and blend them together. • Attempts to write short sentences in meaningful contexts. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers • Links sounds to letters, naming and sounding the letters of the alphabet. • Hears and says the initial sounds in words. • Uses some clearly identifiable letters to communicate meaning • Writes own name and other things such as labels and captions. • Attempts to write short sentences in meaningful contexts. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Read some letter groups that each represent one sound and say sounds for them. 					
	What did the goats and the troll say in the story. Complete speech bubbles to scaffold what the	Complete the sentences by extracting and inserting missing words. Focus on	Provide children with pictures of the characters. How are they feeling? Writing key	Writing letters from a characters perspective. Include red words and encourage	Writing recipe for Gingerbread men Complete speech marks for the	Order story in small groups, focus on language and narrative through speech.

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	<p>characters said. Use phoneme mats to support writing and red word cards for HFW.</p> <p>Scaffold a sentence to retell part of the story.</p> <p>Labels for models in the construction area. Labels for how to look after the cress seeds.</p> <p>Describing the troll-adding labels to describe the troll-brainstorming in groups.</p>	<p>children's decoding of sentences in small groups. This pig's house was made of... 'Wood'.</p> <p>Nick Sharratt's rhyming version of the story – can you tell which words are the rhyming words? What are they? Can you write them?</p> <p>Draw and label design for a new house for the three little pigs- use of phonics to sound out plausible words for labels.</p> <p>Describing the wolf-adding labels to picture of wolf.</p>	<p>words/captions/sentences to describe emotions. Encourage children to use the emotion wall to support spelling.</p> <p>Retell the story of Goldilocks.</p> <p>Wanted Poster of Goldilocks- put them around the school.</p>	<p>children to use the environment to help them. Scaffolded sentences Retell the story, scaffolded writing about Little Red Riding Hood. What did Little Red Riding Hood say.</p> <p>Introduce the concept of a 'fact'. Is it something that is made up, or is it true? Children to recall and write facts they have learnt about China. Challenge children to create a fact booklet.</p>	<p>Gingerbread man. What did the Gingerbread man say? Scaffold sentence.</p> <p>Look at different versions of the Gingerbread story. Talk about similarities and differences. Why do we think there are changes?</p>	<p>Leave the missing picture out so children can come up with an alternative ending in small groups. Use big paper and gather ideas for working wall. Extend HA children to write their own alternative endings independently.</p> <p>Writing words around design of the Gingerbread house it to describe the sweets and features.</p>
<p>Phonics</p>	<ul style="list-style-type: none"> • Opportunities to read captions, simple sentences, and words with new and revised sounds every day (whole class/small group/individual) • Constant revision of 'reading' techniques and daily group reading activities. • Phonics based games and activities within continuous provision and encouraged within CIA • Letter formation supported and emphasised • Hearing the initial sound and final sounds in words. Support to segment and hear further sounds (challenge – independent) 					

	<ul style="list-style-type: none"> • Revision of previous sounds every day- speed sounds and introduction of more 'Red' words. • 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. 					
	Reading recap. Recognising tricky words: all want some there	Sounds: ng nk ay ai Recognising tricky words: what they do was	Sounds, ee ea igh ie Recognising tricky words: all want some there	Sounds: ow oa oo ew Recognising tricky words: what they do was	Sounds: oo ar or aw Recognising tricky words:	Recap of all sounds and assessment for recognising all tricky stars learnt so far.
Mathematics (White Rose Hub)	<ul style="list-style-type: none"> • Count beyond ten. • Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Counts objects to 10 and begin to count beyond 10 • Counts actions or objects which cannot be moved • Counts an irregular arrangement of up to 10 objects. • Estimates how many objects they see and checks by counting them. • Finds the total number of objects by combining two sets of objects • Records using marks that they interpret and explain. • Uses the language of more and fewer to compare two sets of objects • Begin to use vocabulary involved in addition and subtraction • Selects the correct numeral to show 1 to 10 objects. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. 					

	<ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. 					
	<p>Revision of previous terms work through TLA and CIA. Assessment organisation and CT to arrange interventions/challenge groups. Ordering sizes of Billy goats- using vocabulary- small, medium and large.</p>	<p>Addition and Subtraction:</p> <p>Number bonds to 5 Understand that numbers can be made by combining smaller numbers, including Zero. Use real life objects and familiar contexts to explore the composition of numbers to 5. Use 5 frame and part whole models to represent the different parts which combine to make a whole. Record work with mathematical jottings.</p>	<p>Addition and Place Value, Numbers to 10:</p> <p>6, 7 and 8 children continue to apply counting principles when counting 6,7 and 8 forwards and backwards. Represent 6,7 and 8 in different ways and can count out the required number of objects from a larger group. Placing objects onto a 10 frame will support the children to subitise 6,7 and 8 to see them as 5 and 1, 5 and 2 and 5 and 3</p>	<p>Addition and Place Value, Numbers to 10:</p> <p>9 and 10 Apply counting principles when counting to 9 and 10 forwards and backwards. Represent 9 and 10 in different ways and count out the required number of objects from a larger group. Use of 10s frame and notice 10 fills the 10s frame. Use 10 frames, fingers, bead strings, numberblocks to subitise 9 and 10</p>	<p>Addition and Place Value, Numbers to 10:</p> <p>Comparing groups up to 10 Sequencing order of people in the story- Who came first etc. Children make comparisons by lining items up to compare them directly or by counting each set carefully and comparing their position in the counting order. Look at where numbers sit in relation to other numbers. Understand that when making comparisons a set can have more items, fewer items or the same number of items as another set.</p>	<p>Assessment through TLA and CIA. Focus: Addition and Place Value before moving on next term. Using 10s frames and part, part, whole to make numbers to 10.</p>

					<p>Begin by comparing 2 sets and progress to ordering 3 or more sets.</p>						
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Draw information from a simple map • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people • Talks about why things happen and how they work • Shows care and concern for living things. • Knows some of the things that make them unique and can talk about the similarities and differences. • Can comment and ask questions about aspects of their familiar world. • Can understand the environments where various traditional tales take place. • Talk about the environments of the traditional stories • Enjoys joining in with family customs and routines • Look closely at similarities, differences, patterns and change • Completes a simple program on a computer • Uses ICT hardware to interact with age appropriate computer software. 					<p>Growing the 'lush' green grass for the billy goats. Planting cress seeds, daily watering and then making cress sandwiches when grown. Discuss that</p>	<p>Trip to Kingswood to build dens using sticks and leaves, understand how to make them waterproof with leaves.</p>	<p>Make porridge with children and using real life props, act out the story.</p>	<p>Reflect on the elderly people we have met in the community. Circle time to discuss these relationships.</p>	<p>Baking Gingerbread men. What do we need to make biscuits? Weighing out and mixing ingredients,</p>	<p>Looking at a range of maps. Creating a map for the bee-bot / computer from a blank scene. How can Hansel and Gretel get home?</p>

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	<p>broccoli is a vegetable and is healthy.</p>	<p>Use Purple Mash to control a mouse to draw the three little pigs houses. Use mouse to make the cursor narrow for drawing.</p> <p>Design and make a house for the three little pigs that will be strong. Look at different materials to decide what materials would be the best to use. Draw design and label it.</p> <p>Durability of materials- compare materials for the different houses and techniques for building strong houses.</p>		<p>Visits residential home for elderly-reading stories. Retell stories</p> <p>Cooking and tasting traditional dishes.</p> <p>Acting out the Zodiac story with masks.</p>	<p>rolling dough and using cutters.</p>	<p>Discuss the sweets on the witches cottage- Are they healthy? What happens if we eat too many sweets?</p>
<p>UTW outside learning opportunities</p>	<ul style="list-style-type: none"> ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Recognise some environments that are different to the one in which they live ● Talks about why things happen and how they work ● Shows care and concern for living things. ● Knows some of the things that make them unique and can talk about the similarities and differences. ● Can comment and ask questions about aspects of their familiar world. ● Can understand the environments where various traditional tales take place. 					

	<ul style="list-style-type: none"> • Talk about the environments of the traditional stories 					
	<p>Talk about the fields from the story and look at the grass in winter and how it doesn't grow. Children to use crates and planks to build bridges to cross a taup river. Experiment with tree rubbings and language to describe what they see, feel, smell, etc.</p>	<p>Children make different houses using materials from outside. They test them out by trying to blow them down with a hairdryer. What are the results?</p>	<p>Create a route for Goldilocks through the 'forest' using crates, bricks, stepping stones etc in the outside area. Use clipboards and paper to draw maps of the route she needs to take to the bears house.</p>	<p>Create a route for Little Red Riding Hood through the 'forest' to get to Grandma using crates, bricks, stepping stones etc in the outside area. Use clipboards and paper to draw maps of the route she needs to take to the bears house.</p> <p>Use bricks and crates to build Grandmas house</p>	<p>Use mud kitchen to mix to pretend to make gingerbread men, discuss what would need to be added, write lists of ingredients.</p> <p>Design a way for the Gingerbread man to get across the river safely.</p>	<p>Can you use the bricks and crates to build the witches house.</p> <p>Use the outside house to act out the story of Hansel and Gretel.</p> <p>Use mud kitchen to make dinners for the witch, write menus</p>
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. • Experiments to create different textures and manipulates materials to achieve a planned effect • Explore what happens when you mix colours and choose particular colours for a purpose. • Introduces a storyline in play and plays cooperatively as part of a group. 					

	<ul style="list-style-type: none"> • Learn a range of songs. • Select and use simple tools and techniques competently and appropriately • Plays alongside children engaged in the same theme. • Begins to build a repertoire of songs and dances • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Create simple representations of events, people and objects. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 				
	<p>Painting pictures of the 3 Billy goats, consider size of them, ordering size and painting pictures to match each Billy goat.</p>	<p>Children add accompanying music to the story. Experimentation with a range of percussion instruments in play.</p> <p>Design and make a house for the three little pigs- it needs to be strong, consider what you will use to make it. Children will draw a plan of the house and label it then make it with junk modelling and then choose paint and pattern to match design.</p>	<p>Looking at different fabrics, think about the materials needed for aspects of the story (bedding, etc.) update home corner.</p>	<p>Creating drums and lanterns for the CNY home corner.</p> <p>Learning and performing the dragon dance for the website/school.</p> <p>Learning and performing the CNY song for the website/school.</p>	<p>Sewing Gingerbread men.</p> <p>Painting favourite character.</p> <p>Cutting zig zag string of Gingerbread men</p> <p>Music- percussion instruments</p>

