

Reception Curriculum

Spring 2

Medium Term Plan

People and Vehicles Who Help Us! (Whole school topic-Travel and change)	Week 1 RNLI	Week 2 Police	Week 3 Ambulance Lollipop person	Week 4 Fire Service	Week 5 Builders/ construction workers	Week 6 Farmers/ Vets Farm Animals- What the ladybird heard- Julia Donaldson	
Exploratory questions	What emergency services are there? How do the different services help us? How do I contact the emergency services? How have Fire engines changed?						
Personal, Social and Emotional Development	<ul style="list-style-type: none"> ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ● Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. Developing Confidence to speak to others about interests, ideas and opinions ● Knows how to behave in group and class setting and follows rules ● Can explain their knowledge and understanding and can ask appropriate questions. ● Can initiate conversations with others and take account of what they say. ● Able to show sensitivity to others needs and feelings ● Able to form positive relationships with adults and peers. 						

Reception Curriculum

Spring 2

Medium Term Plan

	<ul style="list-style-type: none"> ● Confident to try new activities and be able to say which ones they enjoy. ● Confident to speak in a group and class setting and talk about ideas. ● Can make choices about resources they need for a chosen activity. ● Able to ask for help when needed. 					
	<p>Discuss how the RNLI help us? Do we know where they work and what equipment they might use? Has anyone seen a life boat? Who do you think would need the help of the RNLI? How would you feel if you were in danger in the water? Why are the RNLI important? Mind map of people who help us.</p> <p>Learn about 999 and how it is important- How do we make a 999 call? When would we make a 999 call? Look at different scenarios and decide if we would need to call 999</p>	<p>Can we identify how the police help us in our everyday life? Encourage children to think about different scenarios when they have seen the Police in action. Support children who may have had first hand experience, focus on positives of the Police helping their families. Add to display board labels for how the Police help us. Stranger danger alert-how the Police can help- circle time</p>	<p>Has anyone ever been in an ambulance or seen an ambulance? PSHE- feelings how did that make you feel? What is the role of an ambulance and when would someone call an ambulance? Brainstorm- Mind map as class ideas. What are the people called who work in an ambulance? Do they work with any other special people?</p> <p>Circle time about being brave. Encourage children to think about why people that work in the emergency services are brave? Have the children ever been brave?</p>	<p>The Fire service do lots of different jobs, Can you think of different scenarios when they would help us?</p> <ul style="list-style-type: none"> ● Flooding ● Fire ● Car crashes ● Trapped people/ animals <p>Create a bucket chain to put a pretend fire out, where children work as a team to pass a bucket of water along a human chain to put out a pretend fire. Child at beginning runs to end of line to start again</p>	<p>People who help us tuff spot with different services for the children to explore and talk about how they help us.</p> <p>People who help us puzzles, matching uniforms and body pieces, how are the uniforms important for those jobs?</p> <p>Encourage children to imagine and recreate roles by dressing up as different people who help us</p> <p>How does a builder of construction worker help us?- different to the emergency services.</p> <p>What does a builder and construction worker do and what would happen if we</p>	<p>Where do we think our food comes from? Where do you get your food from? Food needs to be grown before it gets to the shops. Introduce important job of farmers and vets. Why do we need farmers and vets? What would happen if we didn't have them in our world?</p> <p>Has anyone ever had a pet who was poorly? How did that make you feel? Feelings brainstorm</p> <p>Different foods in interest area for children to talk about food types and healthy eating.</p> <p>Right from wrong- do we know the difference? What do</p>

Reception Curriculum

Spring 2

Medium Term Plan

					<p>didn't have builders. Houses? Repairs? Roads? Shops? Schools? etc</p>	<p>you think of the robbers' actions? Are they doing the right thing? How do you think the ladybird felt when he over heard the robbers? What other ways can you think of to trick the robbers? Can you create something to hide the fine cow in to keep it safe from the robbers? What would the other animals each say when they heard of the robbers' plot to steal the cow? Complete speech bubbles to add to display</p>	
<p>Communication and Language</p>	<ul style="list-style-type: none"> ● 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 ● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● Engage in non-fiction books. ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 						

Reception Curriculum

Spring 2

Medium Term Plan

	<ul style="list-style-type: none"> • Listening and attention-Can maintain attention, concentrate and sit quietly during an appropriate activity for a sustained period of time. • Listening and attention-Can listen attentively in a range of situations • Listening and attention-Can listen to stories and anticipate key events and make appropriate responses • Understanding- Can respond to given instructions involving 2 or more part sequences • Understanding- follow story or information given and respond, taking part in discussions. • Understanding- can answer how and why questions about their experiences and in response to stories or events. • Speaking- is able to use appropriate vocabulary to talk about people who help them and recreate roles and experiences in play situations. • Speaking- Can introduce a storyline in their play. • Speaking-Can express themselves effectively, showing awareness of listener. • Speaking- Can use past, present and future tenses accurately when talking about events. 						
<p>Communication and Language</p>	<p>Play a listening game where children listen to a collection of street sounds, including car and lorry horns, pedestrian crossing beeps and road work noises. When the children hear an emergency vehicle siren they need to stand up ready for action.</p> <p>Pretending to make 999 calls in the home corner. Do</p>	<p>Play a listening and attention games with the children, decide on a sound that can imitate the fire alarm from a box of instruments. Children can move around a space but when they hear the 'alarm or siren' they need to line up quickly and quietly. Children can then play this game in small groups.</p>	<p>Can children play around with the sounds they hear from an emergency vehicle siren. Can children create the different siren sounds with their voices?</p> <p>Interesting objects in role play area for children to explore and talk about- hospital equipment, bandages strethoscope etc</p>	<p>Talk with children about the importance of listening to and following instructions when they hear a fire alarm. Practise what the children should do when the alarm sounds. Give clear instructions for them to follow.</p> <p>Provide children with walkie talkies to communicate with each other. Can children incorporate these into role play?</p>	<p>Add different small world characters to construction area to encourage story telling.</p> <p>Small world figures on tuff spot with emergency vehicles and road maps</p> <p>Describing different types of buildings- flats, houses etc and compare to London- different shapes</p>	<p>Talk about what they see at the farm visit on lambing.</p> <p>Use a range of vocabulary to explain to the adult leader what they can see.</p> <p>How does it make you feel when you see the new lambs?</p> <p>Role play looking after a baby</p> <p>What other baby animals can you</p>	

Reception Curriculum

Spring 2

Medium Term Plan

	<p>they know what to say. Role play emergency services</p>		<p>Can children listen to simple instructions? Visit from Lollipop person. Children to practise outside on road track being the lollipop person with the stop sign. What is the sign for and when do we use it? Children can hold up the stop sign and use their voices to control bikes and scooters and children moving around with the zebra crossing.</p>	<p>Set up fire fighting training obstacle course where children need to go over, under through and around different obstacles. Can children describe their actions to one another?</p>	<p>Compare different construction vehicles.</p>	<p>match to their parents.</p> <p>Story sack of 'What the ladybird heard' can you retell the story with your friends? Remember the order that the animals spoke in.</p> <p>Role play using farm set up on tuff tray.</p> <p>Can you match baby animals to their adults- explain how you know you are correct?</p> <p>Kims game with small world animals on a tray.</p> <p>Grouping animals in different ways using sorting circles. Tell someone how you have chosen to group the animals and why- colour, shape, type, size, where they live.</p> <p>Look at books about animals- what can you find out about ladybirds and</p>	
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Reception Curriculum

Spring 2

Medium Term Plan

						different farm animals?	
Physical Development	<ul style="list-style-type: none"> Combine different movements with ease and fluency. 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. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. To be able to handle small writing equipment and further develop tripod grip. To change into and out of PE kit in a given time frame and independently To be able to unzip and zip up coats independently. Have good control and coordination in large and small movements. To move confidently in a range of ways, safely negotiating space. Can handle equipment and tools effectively, including pencils for writing. <ul style="list-style-type: none"> Focused activities to support gross and fine motor skills: dough disco, finger gym, write dance 						
Physical Development	<p>Use large wooden blocks to build their own life boats.</p> <p>Role play being a life boat member and model saving someone from the water.</p> <p>Coast guard rescue finger gym plan and prompt card.</p>	<p>Use dressing up costumes to role play police scenarios. Can you use bricks and construction to make your own police station and police vehicle.</p> <p>Use toy cars and move along the road track mat. Keep the cars inside the road lines.</p>	<p>Use different media and materials to create your own picture of an emergency vehicle</p> <p>People who help us playdough mats</p> <p>Bandages and soft toys- can you help the injured toys with bandages.</p>	<p>Encourage children to take part in a firefighters fitness workout by following instructions and doing jumps, hops, stretches and runs. Obstacle course.</p> <p>Fine motor skills- foam writing on tuff spot tray</p>	<p>Can you build the tallest skyscraper using lego? Can you count how many bricks you used, the tower must stand up.</p> <p>Sand pit- can you build a sand castle that stands up, how tall can you make it.</p>	<p>Trip to the farm- moving around the farm site to avoid structures and moving on uneven ground.</p> <p>Building farm yard with construction materials to put in the small world animals. Can you sort the animals into their sets.</p>	

Reception Curriculum

Spring 2

Medium Term Plan

	<p>Use range of construction materials to build models of boats and use small world figures to role play.</p> <p>Blue food colouring cornflour gloop- sticky sea- rescue the people from the sea using spoons.</p>	<p>Threading- wool and needle around emergency vehicles.</p>	<p>Scooters and balance bikes on the track with lollipop person. Prams to know when to cross safely.</p>	<p>Provide children with different textured paper etc red yellow orange for cutting to make their own fires/ flames.</p> <p>Cover tuff spot with shaving foam and sprinkle red/ orange powder paint. Children to use brushes/ fingers to make numbers.</p>	<p>Rescue people out of the sand using tweezers.</p> <p>Can you connect two buildings together with a bridge?</p> <p>Using sack barrow to move bricks around the outside area to build a house.</p>	<p>Play a circle game- give each child an animal from the farm. When call that animal the children have to get up and run around the outside of the circle until they find a space.</p> <p>Create a farm themed obstacle course for the children to complete. Include hoops to jump in to feed the animals, cones to weave around like the robbers going around the farm, ramps to walk up to get in the barns, beanbags to throw to be the sacks of food.</p> <p>Explore letter shapes and animal words with water and paint brushes over chalk. Paint with rollers and stamps to create textured patchwork of fields,</p>	
Oracy Opportunities	<p>Trip to the Life boat station, children to talk to one another about what they can see and use a range</p>	<p>PSHE ideas Telling the truth, Doing the right thing- thinking about actions.</p>	<p>Lollipop person visiting- children to ask questions about the role of the lollipop job.</p>	<p>Singing Londons burning. Singing 999 song</p>	<p>Look at a range of different buildings can you describe the features on them and the materials used?</p>	<p>Farm Visit- Brainstorm questions they would like to know the answer to, then to ask the</p>	

Reception Curriculum

Spring 2

Medium Term Plan

	<p>of vocabulary to describe the lifeboat/ light house. Role play language put yourself in the role of the RNLI. What would they say to the people they are rescuing?</p> <p>Acting out saving lives at sea scenarios- role play area and outside area.</p> <p>Role play making a 999 call to the emergency services with peers and adults. When should we make a 999 call?</p>	<p>Knowing right from wrong.</p> <p>Role play. Police helping people, thinking about the different roles of the Police and putting this into role play situations.</p>	<p>Brainstorm questions they would like to know the answer to. Interact and role play the role of the lollipop lady with her outside in the road track area with bikes and scooters. Children to give commands to others in that role.</p> <p>Role play paramedics with toys and bandages and peers. Be the paramedic and explain what is the matter with the patients.</p>	<p>How many different features can you see on the fire engine? What are the different parts of the fire engine for?</p> <p>How would the fire fighters feel when they are working? What characteristic would a fire fighter need?</p>	<p>Describe your house, what sort of home do you live in? Do you know what it is called?</p> <p>Signs of spring- what can we see? How does spring make you feel? What do you notice around you that are signs of spring?</p>	<p>farmer these questions at the farm visit.</p> <p>Describing the animals they see at the farm, using a range of vocabulary.</p> <p>Recalling information they saw on their trip to the farm. " when we went to the farm I saw... it was..... it made me feel....."</p> <p>Describing the journey around the farm of the ladybird. What animals were there and can you think of a special describing word to tell me about each animal to give more information.</p> <p>Matching adult animals to their babies- learn the names of baby animals.</p>	
Literacy	<ul style="list-style-type: none"> • Give meaning to marks they make • Hear and say initial 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> • Writes phonetically in a range of contexts • Able to use phonetically 	<ul style="list-style-type: none"> • Can segment sounds in simple words and blend them together. 	<ul style="list-style-type: none"> • Writes own name, labels and captions. • To be able to write simple sentences 	<ul style="list-style-type: none"> • To be able to write simple sentences which can be read by themselves. 	

Reception Curriculum

Spring 2

Medium Term Plan

	<p>sounds in words</p> <ul style="list-style-type: none"> Segment the sounds in simple words. Attempts to write short sentences in meaningful contexts 	<ul style="list-style-type: none"> • 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 • Re-read what they have written to check that it makes sense 	<p>plausible words</p> <ul style="list-style-type: none"> Reads some irregular words To be able to write simple sentences which can be read by themselves. Segment the sounds in simple words. 	<ul style="list-style-type: none"> • Uses clearly identifiable letters to communicate meaning. • Writes own name, labels and captions. • To be able to write simple sentences which can be read by themselves. • Give meaning to marks they make 	<p>which can be read by themselves.</p> <ul style="list-style-type: none"> • Uses clearly identifiable letters to communicate meaning. • Children can attempt to write phonetically regular words of more than one syllable. • Children can write some high frequency words. 	<ul style="list-style-type: none"> • Uses clearly identifiable letters to communicate meaning. • Children can attempt to write phonetically regular words of more than one syllable. • Children can write some high frequency words.
Literacy	<p>RNLI Look at pictures of life boats- scaffold sentences about what a life boat does to match a given picture.</p> <p>Add labels to pictures of people in their uniform to show understanding</p>	<p>POLICE</p> <p>Scaffold writing about how the police help us and the different vehicles they use.</p> <p>Children to scaffold writing about the work of a police officer.</p>	<p>AMBULANCE/ LOLLIPOP PERSON</p> <p>Mothers' day cards- writing messages to mothers</p> <p>Report writing following visit from Lollipop lady.</p>	<p>FIRE SERVICE</p> <p>Children to find their names written in coloured chalk in outside area on ground, find names and then put the fires out by tracing over them with water and brushes.</p>	<p>BUILDER/ CONSTRUCTION WORKER</p> <p>Write a list of tools that the builder will need in his tool box- use of phonics to support writing.</p> <p>Label the different machines that the</p>	<p>FARMER/ VET</p> <p>Recount writing from visit to the farm.</p> <p>Easter cards- writing cards</p> <p>Story map- model how to make a story map and then in groups children will</p>

Reception Curriculum

Spring 2

Medium Term Plan

	<p>of equipment needed.</p> <p>Model writing about the visit to the life boat station</p> <p>Writing opportunity- report writing post visit.</p> <p>Reading stories and information, labels about people who help us.</p> <p>Small world activity on tuff tray to encourage children to create stories and imagine what happens in these locations.</p>	<p>Read story of 'Officer George' to know more about the role of the police.</p> <p>Read powerpoint of the role of police and different equipment a police officer needs.</p> <p>Add labels to picture of police officer to label the equipment that the police officer uses. Children to work in groups to practise oracy skills.</p> <p>Police detectives- find hidden in the outside area- upper and lower case letters, find the matching pairs- dress up as police. Kims game- detectives what's missing.</p>	<p>Children to write a recount of the visit- scaffolded writing.</p> <p>Label parts of an ambulance- using phonics for plausible attempts.</p> <p>Writing prescriptions in role play area.</p>	<p>Repeat exercise with other decodable words- phonics links.</p> <p>Labeling a picture of a fire engine- can you use phonics to help you write plausible attempts at words.</p> <p>Scaffold sentence about the fire service.</p> <p>Name and label different equipment of the fire brigade.</p>	<p>builder and construction worker uses.</p> <p>Name different materials and parts that are used to build houses, schools etc.</p>	<p>create story map and add on labels for the different areas and animals.</p> <p>Children to come up with their own version of the story' What the ladybird heard' what do you think the ladybird heard? Make up your own funny version. Brainstorm ideas together of different things the ladybird may have heard. Scaffold sentence to show this.</p> <p>Ladybird shaped books in writing area for children to write their own version and stories for people.</p> <p>Write lists of the animals you will find on a farm.</p> <p>Write parent and baby animal names next to pictures.</p> <p>Write Labels for farm tuff tray area to name the animals.</p>
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Reception Curriculum

Spring 2

Medium Term Plan

Phonics	<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' skills and daily reading activities. ● Phonics based games and activities within continuous provision and encouraged within CIA ● Letter formation supported and emphasised in teacher directed and CIA ● Hearing the initial sound and final sounds in words. Support to segment and hear further sounds (challenge – independent) ● Revision of previous sounds every day 					
	Sounds: ew oo Recognising tricky words: She her	Sounds: ar Reading tricky words: He she her his	Sounds: or aw Writing tricky words: So old saw was	Sounds: air are Writing tricky words: Was saw so to	Sounds: ir Writing tricky words: He she was saw	Sounds: Writing tricky words: So his her'
Mathematics (White Rose Hub)	<p>Finds one more and one less from a group of up to 10 objects In practical activities and discussion, begins to use the vocabulary involved in addition and subtracting. Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>Children count reliably to 10 and 20. Place numbers in order and say which number is one more and one less than a given number.</p> <p>Use quantities and objects, they add and subtract two single digit numbers and count on or back to find an answer.</p> <p>Solve problems including doubling, halving and sharing.</p>	<p>Children count reliably to 10 and 20. Place numbers in order and say which number is one more and one less than a given number.</p> <p>Use quantities and objects, they add and subtract two single digit numbers and count on or back to find an answer.</p> <p>Solve problems including doubling, halving and sharing.</p>	<p>Beginning to use mathematical names for solid 3D and flat 2D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape Can describe their relative position such as behind or next to Orders and sequences familiar events.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Use everyday language to talk</p>	<p>They recognise, create and describe patterns.</p> <p>Beginning to use mathematical names for solid 3D and flat 2D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape Can describe their relative position such as behind or next to Orders and sequences familiar events.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Beginning to use mathematical names for solid 3D and flat 2D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape Can describe their relative position such as behind or next to Orders and sequences familiar events.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

Reception Curriculum

Spring 2

Medium Term Plan

				about size, weight, capacity, position.	language to describe them.		
Mathematics (White Rose Hub)	<p>Addition and subtraction-addition to 10. Combining 2 groups</p> <p>Children begin to combine 2 groups to find how many altogether. They should be given opportunities to do this in many contexts using real objects. Encourage children to subitise where possible although they may need to count in ones to find how many altogether. A part-whole model could be used to show the relationship between the parts and the whole.</p>	<p>Addition and subtraction- Addition to 10 Number Bonds to 10- ten frame.</p> <p>Children explore numberbonds to 10 using a 10 frame. 10 frames can be filled in different ways to show the 5 and a bit structure and the pair structure. They may also use different representation such as fingers, number shapes or bead strings to explore the bonds to 10.</p>	<p>Addition and Subtraction- Addition to 10 Number bonds to 10- part whole model</p> <p>Children use the part whole model to continue exploring number bonds to 10. The part whole model is useful to represent the different pairs which combine to make 10. Encourage the children to move the objects between the whole and the 2 parts. It is also important to show the part whole model in different orientations so the whole is not always at the top.</p>	<p>Geometry-Shape and Space Spatial Awareness</p> <p>Children hear and begin to use positional language to describe how items are positioned in relation to other items.</p> <p>They begin to represent real places they have visited or places in stories with their drawings, maps or models. They build life-sized journeys outdoors and travel through them, exploring them from different perspectives.</p>	<p>Geometry- Shape and Space 3D Shapes</p> <p>Children will naturally Explore 3D shapes through their block play and modelling. They should be introduced to the names of the shapes and be given opportunities to explore similarities and differences between them and to sort them according to what they notice. Prompt them to consider which shapes are good for stacking, which will roll and why that it. They should be given opportunities to construct their own 3D shapes in different ways.</p>	<p>Geometry-Shape and Space 2D shapes</p> <p>Children are encouraged to see 2D shapes on the flat faces of 3D shapes. They begin to name some common shapes such as circles, triangles and rectangles including squares. It is important to show shapes in different orientations.</p> <p>Provide opportunities to compare 2D shapes and say what is the same and what is different. Encourage them to explore how shapes can be combined or partitioned to make new shapes.</p>	
Understanding the World	<ul style="list-style-type: none"> ● Understand that some places are special to members of their community. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Recognise some similarities and differences between life in this country and life in other countries ● Learn about and show interest in the lives of people around them 						

Reception Curriculum

Spring 2

Medium Term Plan

	<ul style="list-style-type: none"> ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ● Talk about the lives of the people around them and their roles in society ● Show interest in different occupations and ways of life ● Know similarities and differences between themselves and others ● Join in with routines as part of school life ● Show understanding of traditions and communities around us ● To understand differences between themselves and others. ● To recognise that a range of technology is used in places such as homes and schools. ● To select and use technology for particular purposes. 						
	<p>RNLI Visit the life boat station at Dungerness, look at the life boat and have water safety talk.</p> <p>Visit lighthouse old and new and talk about what the lighthouse is for. Children to make observations from photographs and video clips and share their thoughts about the life boat.</p> <p>Brainstorm what features they recognise and how</p>	<p>POLICE</p> <p>Provide children with old mobile phones to practise making 999 emergency calls.</p> <p>Children with walkie talkies to role play communicating with each other.</p> <p>Provide children with dressing up clothes of Police uniforms for role play.</p> <p>Missing toys- can you find the missing toys by following the clues.</p>	<p>AMBULANCE/ LOLLIPOP PERSON</p> <p>Provide children with dressing up clothes of paramedics/ doctors and nurses uniforms for role play.</p> <p>Recap on when the ambulance visited us earlier in the year, what do you remember about the different parts of the ambulance and how it worked.</p> <p>Listen to different sirens can you</p>	<p>FIRE SERVICE</p> <p>Provide children with dressing up clothes of firefighters uniforms for role play.</p> <p>Use walkie talkies and old mobile phones to practise talking to each other as firefighters. What do you think they would need to tell each other?</p> <p>Look at pictures of different equipment- can you match it to the correct job role in the emergency services.</p>	<p>BUILDER</p> <p>Provide children with dressing up clothes of high viz jackets and hard hats for role play.</p> <p>In construction area, clipboards for drawing plans of houses and adding labels, writing lists of materials you will need for the house.</p> <p>Use a range of construction materials to build houses etc</p>	<p>FARMER/ VET</p> <p>Visit to the farm to see lambing- children to meet the farmer and help feed the animals. Holding lambs and feeding them, seeing calves and seeing farm machinery.</p> <p>Encourage children to bring in photographs of their pets- talk about how they look after their animals and what care they need.</p> <p>Soft toy animals to look after- vet. What</p>	

Reception Curriculum

Spring 2

Medium Term Plan

	<p>it is important, show children video clip of lifeboat that can right itself if it capsizes.</p> <p>Science investigation- use junk modelling to make your own boat, what will it need- adding sails etc for different types of boats.</p>		<p>decide what the different emergency services are from the sound it makes.</p> <p>What are the features of the ambulance and what are the distinguishing features there for.</p>	<p>Practise making 999 calls in the home corner.</p>	<p>Look at pictures of different tools and decide what the tools would be used for in a building site etc.</p> <p>Would you like to be a builder? What would be exciting about the role?</p> <p>Look at video clips of house being built- time lapse and also about bulldozers/ cranes etc- monster vehicles.</p>	<p>happens when our animals are sick? What do we do?</p> <p>Farm Animals- What the ladybird heard- Julia Donaldson</p> <p>Matching baby animals to the adult puzzles and flash cards- can you write the name of the adult and baby?</p> <p>Use building blocks and crates to create farm machinery for role play area.</p> <p>Play snap or pairs but with adult and baby of the same animal.</p> <p>Looking at information books about baby animals</p>	
<p>UTW curriculum in the outside learning</p>	<p>Science links- floating and sinking- look at different materials and identify those that float and those that sink- sorting activity.</p>	<p>Use large building blocks and small tyres to build police cars and vans.</p> <p>Use of crates to build 'jails'</p>	<p>Use large building blocks and tyres to create an ambulance, remember it will need to have enough room for the</p>	<p>Building fire engine with the large blocks, tyres and crates. What will you use for a ladder, hoses etc. pretend to put the fire</p>	<p>Provide children with hard hats and high viz jackets, use the sack barrow to transport bricks and crates to build houses.</p>	<p>Visit to the farm to see lambing- children to meet the farmer and help feed the animals. Holding lambs and feeding them, seeing calves</p>	

Reception Curriculum

Spring 2

Medium Term Plan

	<p>Which boat would be best for a lifeboat? Provide children with a range of containers that may float or sink and some small world figures. Investigate in the water tray. Can you add anything that would improve the design.</p> <p>Use large blocks and blue tarpaulin to build a lifeboat on the sea, use life jackets to role play the RNLI and pretend to rescue people. Throwing out a skipping rope to pull people in.</p> <p>Science investigation- how much can a boat hold before it sinks- use different size containers- load it with counting bears- how many will it hold before it sinks?</p>	<p>Clipboards and templates for speeding tickets/ incidents etc</p> <p>Scooters and balance bikes for police cars etc/ can you stop someone and give them a speeding fine or assist in a car accident.</p> <p>Outside house can become a Police station, add uniforms and writing templates.</p>	<p>sick person in the back and where will the driver go?</p> <p>Outside house area to become the hospital area. Include doctors equipment etc</p> <p>Visiting Lollipop lady- children to role play with her crossing the road safely and stopping the 'traffic' with the sign. Practise this on the road track with scooters and bikes.</p>	<p>out, how will you make a siren?</p> <p>Use buckets of water, paint brushes to put out drawn words linked to firefighters. Decode the words and then paint over them using water.</p> <p>Role play costumes for firefighters outside for children to use on bikes, scooters and for building fire engines</p>	<p>How will you build the walls? Can you put a roof on the house? Problem solving. Clipboards and paper to write lists of what you will need and draw plans of your house. Discuss the role of an architect.</p>	<p>and seeing farm machinery.</p>	
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Reception Curriculum

Spring 2

Medium Term Plan

Expressive Arts and Design	<ul style="list-style-type: none"> ● 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. ● Learning the songs in music lessons ● Responding to music through dance and actions ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Share their creations, explaining the process they have used. ● Make use of props and materials when role playing characters in narratives and stories. ● Using props to support role play on and off stage ● Experiments with different textures ● Use simple tools and techniques appropriately and competently ● Constructs with a purpose in mind ● Use a variety of artistic media to make pictures and craft models. ● To use what they have learnt about media and materials in an original way. ● To consider use of design and purpose when building and making things ● To be able to represent their own ideas, thoughts and feelings through DT, art, music, role play and stories. 					
	<p>RNLI Role play being on a life boat, use of life jackets.</p> <p>Painting pictures of the sea. Colour washes in blues/ colour mixing.</p> <p>Music- I can learn a range of songs on a Spring theme (range perfect 5th)</p>	<p>POLICE</p> <p>Music-I can sing on my own/in a small group/all together.</p> <p>Painting a picture of someone who helps us- emergency services- children to decide who they would like to paint.</p>	<p>AMBULANCE/ LOLLIPOP PERSON</p> <p>Music- I can follow a conductor. When should I play/stop. Is it loud or soft?</p> <p>Playdough mats- can you complete the people who help us play dough challenges.</p>	<p>FIRE SERVICE</p> <p>Music- I can learn a simple song in a circle involving clapping hands with a partner.</p> <p>Painting a picture of an emergency services vehicle- what vehicle would you like to paint and why- children to make choices.</p>	<p>BUILDER</p> <p>Music- Begin to experiment with percussion instruments.</p> <p>Use construction and junk modelling to create your own vehicle, what can you use for wheels main part etc</p>	<p>FARMER/ VET</p> <p>Music- Begin to experiment with percussion instruments.</p> <p>Use playdough/ foam etc to draw and model animals that we saw at the farm.</p>

Reception Curriculum

Spring 2

Medium Term Plan

		<p>Emergency vehicles need to travel quickly when they have a siren on- children to travel slowly around a space and then speed up when they hear the siren (instrument) travel safely.</p>	<p>Use a range of modelling tools</p> <p>Use percussion instruments to make the sound of sirens. What instruments make the quietest/ loudest sound.</p>	<p>Explore ways of moving to demonstrate the different jobs a firefighter needs to do such as running, climbing, balancing, stretching, driving.</p> <p>In chalk draw flame outlines for the children to fill in with different patterns</p>	<p>Children can use buckets of water and brushes to paint the outside house- builders.</p>	<p>Painting pictures of animals- choose an animal and draw a picture of it and its baby- use of pastels</p> <p>Look at pictures of animals in non-fiction books</p>	
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