


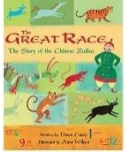

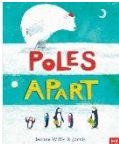


Burton Road Primary School EYFS



Reception Medium Term Plan

Spring 1 - Our Amazing World

Key Vocabulary linked to theme	Antarctic / Arctic Iceberg Melting Freezing frozen South Pole Floating Sinking	China Dragon Globe Map	The world Space Names of Planets Rocket / Shuttle Moon Stars	
Core Text	<u>Week 1/2: The Way Back Home</u> 2.1.23 9.1.23 	<u>Week 3: Chinese New Year</u> 16.2.23 	<u>Week 4: Where We Live</u> 23.1.23 Where do we live? 	<u>Week 5/6: Poles Apart</u> 30.1.23 7.2.23 
Key Vocabulary (linked to Core Text)	Splattered Martian Alone Empty Moon Aeroplane	China Temple Emperor Tricked Ordinal Numbers Crawled	Barnsley Monk Bretton England Town Hall The world / Earth Globe Address	Penguins Polar Bears Enormous Picnic Adventure Mistake America Awesome Dazzling
Key Songs	5 Little Men in a Flying Saucer	This is Chinese New Year	We live in Barnsley	I'm a penguin

Possible lines of interest / Suggested activities linked to the text of the week	Space Aliens Find out about planets Create Rockets / Space ships	Chinese New Year Chinese Food Tasting Animals Races Obstacle courses	Think about where we live Walk around the local area Maps of the local area Houses and where we live	Penguins / South Pole Polar Bears / North Pole Countries - America, India, Australia, England, Italy, Food Tasting from countries Maps / Globe to find countries Plan and have a picnic - Visit to Aldi to buy things for the picnic Baking buns for the picnic
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<u>Key Knowledge linked to Topic (including but not limited to)</u>	<u>Key Knowledge linked to seasons / Celebrations</u>
<p>To know there are 8 Planets *</p> <p>To know the name of some planets*</p> <p>To know Neil Armstrong was the first man on the moon **</p> <p>To know we live on the Earth* *</p> <p>To know there is more sea than land on earth. *</p> <p>To name some other countries in the world *</p> <p>To know they live in Barnsley in England *</p> <p>To create a simple map e.g. of Barnsley or journey to school *</p> <p>To know Polar regions are cold, icy and have snow and not many plants grow there. * *</p> <p>To know Polar bears live in the arctic and penguins live in the Antarctic *</p> <p>To know Polar bears have a layer of fat to keep them warm*</p>	<p>To know and talk about Chinese New Year</p> <p>To know different people celebrate different things and have different traditions and begin to know what they do to celebrate. **</p> <p>To know about and recognise signs of winter</p> <p>To know not much grows in Winter. It is cold and can be snowy and icy.</p>

Key Knowledge and Skills to Develop this half term

<p><u>PSED</u></p>	<ul style="list-style-type: none"> - To have a go at activities confidently - To show a preference with activities and can say why - To tidy away items safely and independently - To be polite saying please and thank you - To manage their own basic needs independently; going to the toilet, washing hands and accessing milk and snack. - To wait their turn and put hands up to ask/answer a question - To walk around school in a line e.g. to assembly, the hall / dining room - To play cooperatively and look after toys - To listen to the ideas of other children and agree on a solution and compromise - To play a game in a small group of peers
<p><u>Communication and Language</u></p>	<p>To have a conversation with adults and peers with back and forth exchanges</p> <p>To link statements and stick to a theme</p> <p>To use well formed sentences that can be understood</p> <p>To understand humour</p> <p>To use most speech sounds and can be understood easily</p> <p>To talk about why things happen</p> <p>To learn and use new vocabulary</p>
<p><u>Physical Development</u></p>	<p>To use scissors to cut out</p> <p>To build structures with blocks, boxes and planks</p> <p>To cut on a line continuously</p> <p>To cut out large shapes, small shapes and then various materials</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> <p>To use thin paint brushes</p> <p>To write letters using the correct letter formation and control the size of the letters</p> <p>To use tripod grip when holding a pencil and other mark making tools</p> <p>To move confidently - hop, skip, jump, run</p> <p>To change direction</p> <p>To stop safely</p>

<p><u>Literacy</u></p>	<p>To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books To answer questions about what they have read To retell a story using Talk 4 Writing Imitate as a whole class, in a group or individually To learn at least 3 poems/rhymes that they can retell</p>	<p>To recognise special friends - sh, ch, th, ng, nk, qu To blend words with special friends To blend words with taught digraphs To blend any simple CVC word using set 1 letter sounds To read some longer words linked to phonic knowledge To read books matching their phonic ability (expected to be at least green RWI by the end of F2) To read tricky words (I, no, go, to, the, he, me, we, she, be, was, saw, they, my, like, said, you)</p>	<p>To orally build a simple sentence To write initial sounds To begin to write CVC words using taught sounds To write sentence sometimes using a capital letter, finger spaces and a full stop To begin to use capital letters at the start of a sentence A, I, T in The To spell some taught tricky words correctly</p>
<p><u>Mathematics</u></p>	<p>To subitise to 5 To know number bonds to 5 To find one more than a number To understand the composition of each number to 10 To understand how to make numbers above 10 using numicon / tens frames To understand how to use a tens frame To estimate a number of objects To match number and quantity to 10 To understand how to count 1:1 To add two single digit numbers To subtract numbers</p>		
<p><u>Understanding the World</u></p> <p>History Science Geography RE</p>	<p>To understand and speak about events in the past, present and future To know about significant individuals in history e.g. Neil Armstrong, Mary Anning To comment on pictures of own life experiences and explain to others To talk about the lives of people around us To know England has a king</p>		

	<p>To talk about and explore changing states, developing the vocabulary surrounding these including floating and sinking, melting and freezing</p> <p>To understand the need to respect and care for the natural environment and all living things</p> <p>To understand that animals live in different habitats</p> <p>To know that there are many countries around the world and can name some.</p> <p>To understand they live in England</p> <p>To develop an understanding of locational knowledge - beach, city, river, country</p> <p>To draw their own simple maps e.g. journey to school, pirate maps, map of the outdoor / classroom.</p> <p>To know about features of the immediate environment and how they might vary from others</p> <p>To know they live in Monk Bretton and this is in Barnsley</p> <p>To know different people, celebrate different things and have different traditions and begin to know what they do to celebrate</p> <p>To know people celebrate their birthday to remember the day they were born</p> <p>To know and talk about Chinese New Year</p>
<p><u>Expressive Arts and Design</u></p>	<p>To understand how to use powder paints to mix secondary colours</p> <p>To add white or black paint to alter tint or shade of colours</p> <p>To understand a thin paintbrush can be used to add detail to a painting</p> <p>To share their creations, talk about the process and evaluate their work</p> <p>To draw more detailed people and objects</p> <p>To create a simple collage</p> <p>To understand what an observational drawing is and create their own</p> <p>To share their creations, talk about the process and evaluate their work</p> <p>To plan what they are going to make (construction, junk modelling)</p> <p>To understand and explore different techniques for joining materials (glue sticks, PVA, Sellotape, masking tape and split pins)</p> <p>To use some cooking techniques; spreading, cutting, mixing, grating, e.g. making sandwiches, fruit kebabs/fruit salad, bread, pizza or buns/biscuits</p> <p>To invent their own narratives, making costumes/parts of a costume and props</p> <p>To know the names of some musical instruments and how to play them correctly</p> <p>To sing a selection of songs and nursery rhymes from memory</p>

