

Reception 2022-2023 Planning

Spring Term 2

Theme: Ready, Steady, Cook!

	Com & Lang	Physical D	PSED	Literacy	Mathematics	Und the World	Ex Arts & Design
Week 1 27.2	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ELG.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ELG.</p> <p>Understands questions such as who; why; when; where and how. Range 6.</p>	<p>Eats a healthy range of food stuffs and understands need for a variety in food. Range 6.</p> <p>Describes a range of food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. Range 6.</p> <p>Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience. Range 6.</p> <p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Range 6.</p>	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6.</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Range 6.</p> <p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. Range 6.</p>	<p>Describes main story settings, events and principal characters in increasing detail. Range 6.</p> <p>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. Range 6.</p> <p>Begins to read some high frequency words, and to use developing phonic knowledge of letters and sounds to read simple phonically decodable words and simple sentences. Range 6.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. ELG.</p> <p>Read words consistent with their phonic knowledge by sound-blending. ELG.</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6.</p> <p>Write recognisable letters, most of which are correctly formed. ELG.</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts <b>ELG Number</b>.</p> <p>Increasingly confident at putting numerals in order 0 to 10. Range 6</p> <p>Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways. Range 6.</p> <p>In practical activities, adds one and subtracts with numbers to 10. Range 6.</p> <p>Enjoys tackling problems involving prediction and discussion of comparisons of length, <b>weight</b> or capacity, paying attention to fairness and accuracy. Range 6.</p>	<p>Knows that other children do not always enjoy the same things, and is sensitive to this. Range 6.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6.</p>	<p>Begins to build a collection of songs and dances. Range 6.</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Range 6.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6.</p> <p>Introduces a storyline or narrative into their play. Range 6.</p>
Week 2 6.3	<p>Make comment about what they have heard and ask questions to clarify their understanding. ELG.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG.</p> <p>Understands questions such as who; why; when; where and how. Range 6.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention. Range 6.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ELG.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. ELG.</p>	<p>Understands their own and other people’s feelings, offering empathy and comfort. Range 6.</p> <p>Talks about their own and others’ feelings and behaviour and its consequences. Range 6.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Range 6.</p> <p>Re-enacts and reinvents stories they have heard in their play. Range 6.</p> <p>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. Range 6.</p> <p>Begins to read some high frequency words, and to use developing phonic knowledge of letters and sounds to read simple phonically decodable words and simple sentences. Range 6.</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6.</p>	<p>Enjoys tackling problems involving prediction and discussion of comparisons of length, <b>weight</b> or capacity, paying attention to fairness and accuracy. Range 6.</p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts <b>ELG Number</b>.</p> <p>Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways. Range 6.</p>	<p>Looks closely at similarities, differences, patterns and change in nature. Range 6.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another. Range 6.</p> <p>Makes observations of animals and plants and explain why some things occur, and talks about changes. Range 6.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG.</p> <p>Share their creations, explaining the process they have used. ELG.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. ELG.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6.</p>
Week 3 13.3	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. Range 6.</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Range 6.</p>	<p>Seeks support, “emotional refuelling” and practical help in new or challenging situations. Range 6.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Range 6.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ELG.</p>	<p>Is able to recall and discuss stories or information that has been read to them, or they had read themselves. Range 6.</p> <p>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. Range 6.</p> <p>Begins to read some high frequency words, and to use developing phonic knowledge of letters and sounds to read simple phonically decodable words and simple sentences. Range 6.</p> <p>Soell words by identifying sounds in them and representing the sounds with a letter or letters. ELG.</p>	<p>Explore and represent patterns within numbers up to 10, <b>including evens and odds</b>, double facts and <b>how quantities can be distributed equally</b>. ELG.</p> <p>Uses number names and symbols when comparing numbers, showing interest in large numbers. Range 6.</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number. Range 6.</p> <p>Have a deep understanding of number to 10, including the composition of</p>	<p>Looks closely at similarities, differences, patterns and change in nature. Range 6.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another. Range 6.</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes. Range 6.</p> <p>Understand some important processes and changes in the</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG.</p> <p>Share their creations, explaining the process they have used. ELG.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. ELG.</p>

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	poems and during role-play. ELG.			Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6.	each number. ELG.	natural world around them, including the seasons and changing states of matter. ELG.	Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6.
Week 4 20.3	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ELG.</p> <p>Understands questions such as who; why; when; where and how. Range 6.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Range 6.</p> <p>Practices some appropriate safety measure without direct supervision, considering both benefits and risk of a physical experience. Range 6.</p> <p>Shows understanding of how to transport and store equipment safely. Range 6.</p>	<p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Range 6.</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ELG</p>	<p>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. Range 6.</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc... Range 6.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. ELG.</p> <p>Read words consistent with their phonic knowledge by sound-blending. ELG.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG.</p>	<p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Range 6.</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. Range 6.</p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts <b>ELG Number</b>.</p>	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6.</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG.</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG.</p>	<p>Make use of props and materials when role playing characters in narratives and stories. <b>ELG</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. ELG.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6.</p>
Week 5 27.3	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ELG.</p>	<p>Eats a healthy range of food stuffs and understands need for a variety in food. Range 6.</p> <p>Describes a range of food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. Range 6.</p> <p>Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience. Range 6.</p>	<p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Range 6.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ELG</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6.</p>	<p>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. Range 6.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. ELG.</p> <p>Read words consistent with their phonic knowledge by sound-blending. ELG.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG.</p> <p>Write simple phrases and sentences that can be read by others. ELG.</p>	<p>Beginning to experience measuring time with timers and calendars. Range 6.</p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts <b>ELG Number</b></p> <p>Explore and represent patterns within numbers up to 10, <b>including evens and odds, double facts and how quantities can be distributed equally</b>. ELG.</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG.</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG.</p> <p>Can create content such as video recording, stories and/or draw a picture on screen. Range 6.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG.</p> <p>Share their creations, exploring the process they have used. ELG.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. ELG.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6.</p>

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**Spring Term 2**

**Theme: Ready, Steady, Cook!**

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Weeks	Com & Lang	Physical D	PSED	Literacy	Phonics	Mathematics	Und the World	Ex Arts & Design
Week 1 27.2	<b>World Book Day</b> – Sharing our favourite stories/books. Sharing with the class what you like about the book.	Following the discussion of different foods related to our theme, explore some different vegetables/fruit by preparing them and then tasting them. Using different vocab to describe them. Take a vote when we try each one – do we like it? Discuss that we all may not like the same things and that’s ok.	<b>PSHE – Growing Up.</b> Talk about the growth and change of us as humans.  Discuss each life stage. Role play some of the things you do at each life stage.  What things do we need to help us grow up healthily?  <b>Kindness Curriculum</b>	<b>T4W: Fiction- The Enormous Turnip Imitation</b> Learning text map. Labelling and describing a character from the story. Children to carefully draw a character from the story with increasing detail.	<b>Little Wandle</b>  <b>Review Phase 3: ai ee igh oa o oar or ur oo ow oi ear</b>	<b>NCETM Mastering Number</b>  <b>Addition to 10</b> – making use of tens frames and manipulatives. Children to write their own number sentences. <a href="https://www.topmarks.co.uk/addition/addition-to-10">https://www.topmarks.co.uk/addition/addition-to-10</a>  <b>Measures in continuous provision – length, weight.</b> Measuring different foods. Weighing and comparing the weight of different foods.	Looking at different foods around the world. Similarities and differences between families, communities, cultures and traditions.  Discussing how we might not always enjoy the same things.	<b>Kitchen Role Play</b> - Encouraging children to take on an everyday role in their play, language they would hear in a kitchen – props  <b>World Book Day</b> – drawing your favourite characters/books.
Week 2 6.3	<b>TFW – Imitation</b> Discussing how we could change and internalise our text map. What other vegetables could the farmer grow? Discuss our favourite foods, reflecting on the ones we’ve tried.	Pencil control, scissor control and letter formation activities during provision time.  Small guided groups or 1:1 during provision time, focusing on letter formation and pencil control.	<b>PSHE – Growing Up.</b> Talk about the different adults in our life. What do they do as a job/everyday?  What would they like to do when they grow up? What will you need to be able to do to get there?	<b>T4W: Fiction- The Enormous Turnip Innovation</b> Changing parts of the text map as a class. Explain now that we now our story map, we are going to change it slightly. What could we change? The animals? The vegetable we are growing? <b>Make a mind map as a class of different animals/characters and different vegetables.</b>  Children’s independent task this week will be to make a list of different vegetables, drawing a picture to match.	<b>Little Wandle</b>  <b>Review Phase 3: er air</b> <b>Words with double letters</b> <b>Longer words</b>	<b>NCETM Mastering Number</b>  <b>Addition/subtraction to 10/ Number Bonds</b> - making use of tens frames and manipulatives. Children to write their own number sentences.  Bigger focus on subtraction this week, ensuring children understand that you have to take away an amount. <a href="https://www.topmarks.co.uk/subtraction/subtraction-to-10">https://www.topmarks.co.uk/subtraction/subtraction-to-10</a>  <b>Measures in continuous provision – length, weight, height, capacity</b>	Start to grow our own plants/vegetables. Recapping on the different parts of a plant and the process. *Planting in the outdoor environment (tomato)	Music – playing along to the beat of the music. <b>Observational Drawings</b> – Drawing pictures of the fruit and vegetables from food tasting, paying attention to detail.
Week 3 13.3	<b>Talk for Writing- Independent Storytelling Week</b> Children retelling their own stories to adults and each other, using story language.	Children to make an obstacle course outside – using objects that will encourage balancing and jumping off objects and landing appropriately.  Children to give instructions to each other. *Tapestry  *Spatial awareness maths link	<b>.PSHE – Growing up.</b> Looking at our plant that we have started to grow. Discuss the changes of the plant, discussing why things occur and talking about the changes.  What does a plant need to be able to grow?	<b>Talk for Writing: The Enormous Turnip Independent</b>  Retelling the story. Drawing and retelling, writing some CVC words.	<b>Little Wandle</b>  <b>Words with two or more digraphs</b>	<b>NCETM Mastering</b>  <b>Distributing objects evenly/ odd and even</b> Have a picnic. How can we share evenly? Explain how each child must have the same for it to have been shared equally.  Link to odd and even numbers. <a href="https://pbskids.org/curiousgeorge/busyday/dogs/">https://pbskids.org/curiousgeorge/busyday/dogs/</a>	Looking at similarities, differences, patterns and change in nature. Talk about seasons changing, from winter to spring. What is the temperature like? What different things can you see or hear? Compare this too Autumn and Summer too.*Link this to previous learning about the Artic – do you think plants will grow in the Artic in the spring? What will the weather be like?  Talk about how plants start to grow more, and how more animals are born in spring.	Make a collage of the different seasons. Get different collage materials. Children to make a collage of one or more of the seasons. What things do you see in each season? What is the weather like? The leaves on trees? Promote conversations on how the seasons change. Take pictures for tapestry.

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<p>Week 4 20.3 <b>Geography Week</b></p>	<p>Having the enormous turnip roleplay – children to demonstrate understanding what has been read to them by retelling stories, using recently introduced vocabulary. *Tapestry</p> <p>Asking questions about the story. Asking questions during guided reading sessions.</p>	<p>Focusing on ball games outside – pushing, patting, throwing, catching and kicking. *Tapestry</p> <p>Making a barn outside, thinking carefully about what they will select, how big it will need to be depending on which animal it is for, etc...</p>	<p><b>PSHE – Growing Up.</b></p> <p>Making observations of how animals grow too. Discuss how more animals are born in spring. Observe how an animal grows.</p> <p>Recap the life cycle of a butterfly. Observe the significant changes here.</p>	<p><b>Talk for Writing: The Enormous Turnip</b></p> <p>Learn text map for a recipe.</p> <p>Discuss the importance of how to cook safely, how to hold any utensils etc...</p>	<p><b>Little Wandle</b></p> <p><b>Longer words</b> <b>Words ending in -ing</b> <b>Compound words</b></p>	<p><b>NCETM Mastering</b></p> <p><b>Doubling</b> – using mirrors, holding up one finger, how many now? Continue holding up fingers to 10 over the week.</p> <p><b>Patterns in environment</b> Making own repeating patterns. Spotting patterns in the environment around school and outside. Patterns in music.</p>	<p><b>RE – Which times are special and why?</b></p> <p>Recognising that they belong to different communities and social groups.</p> <p>Explore discrimination and prejudice, and discussing the importance of treating all people equally and with kindness.</p> <p>Discuss and show how nobody looks the same, we may have different hair, skin, religions and beliefs... and that it is ok.</p>	<p>Retelling stories in the environment. Provide a range of props, puppets etc... for children to retell stories.</p> <p>Printing to explore doubling. *Tapestry</p>
<p>Week 5 27.3</p>	<p><b>The Easter Story</b> RE- Circle Time- Learning about some of the traditions at Easter time.</p>	<p>Making a recipe linked to TFW. In small groups, carefully work through instructions in text map. Ask questions and take notice to the taste and texture of the food, using different describing words.</p> <p>What happens when they are exposed to hot or cold temperatures? Discuss if it is healthy or not, and what is the importance of a healthy and balanced diet.</p>	<p><b>Kindness Curriculum</b></p> <p>Through discussions during RE, children will begin to recognise that they belong to different groups and communities.</p> <p>Discussion on prejudice and discrimination, ensuring children understand this, using examples. E.g. how boys can only play with cars, only girls can like pink.</p>	<p><b>Talk for Writing: The Enormous Turnip</b></p> <p>Recap text map and make the recipe.</p> <p>Writing simple sentences – instructions.</p>	<p><b>Little Wandle</b></p> <p><b>Longer words</b> <b>Words with s in the middle /z/ s</b> <b>Words ending -s</b> <b>Words with -es at the end /z/</b></p>	<p><b>NCETM Mastering Number</b></p> <p><b>Number Bonds/Composition</b></p> <p><b>Measuring time – explore timers, clocks, and explore calendars further – days of the week.</b></p> <p>Using a timer, see how many things children can do in a space of time. E.g. how many times can you jump in 10 seconds, 30, 1 minute...</p> <p>Explore clocks – looking only at o'clock times. <a href="https://www.topmarks.co.uk/time/teaching-clock">https://www.topmarks.co.uk/time/teaching-clock</a></p>	<p><b>RE - Which times are special and why?</b> Exploring Easter and Christianity. <b>The Easter Story- Why is Easter celebrated?</b></p>	<p>Go on a plant hunt outside. Take a picture themselves using the iPad and then draw from picture - observational drawings. Draw a picture of a plant, paying careful attention to detail.</p> <p>Use collage/different materials. Sharing and explaining their creation.</p> <p><b>Easter arts and crafts.</b></p>