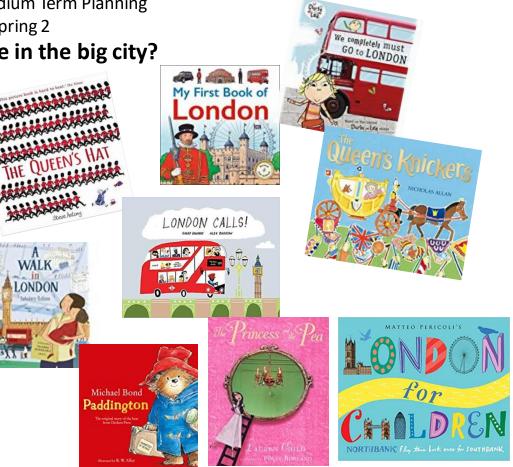


**Reception Medium Term Planning** Spring 2 What's it like in the big city?

Vocabulary

This half term, children will consider somewhere in the UK that is different than their own environment. They will look at 'The big city'!

- They will explore what life is like in the big city 1. including the transport that people travel, jobs, fun things to do, architecture etc.
- They will develop their sequencing skills and retell 2. stories and journeys ensuring they keep them in a chronological order.
- 3. Children will explore simple maps of around their school and compare it to maps of a big city.
- They will explore of cities have changed over time 4. and what vehicles may have looked like in the past.
- Children will use their design skills to work 5. collaboratively to make models of cities and buildings. They will spend time discussing and making changes to create their desired outcome.
- Children will learn about Passover and Easter and 6. will create cards for Mother's day.
- 7. Children will explore their feeling and those of characters in books.
- 8. Children will learn about their British heritage and the royal family.





#### **Communication and Language**

- Describe events in some detail.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

### Literacy

- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Phase 3 securing most sounds)
- 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.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Write short sentences with words with known soundletter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

#### Writing focus - Story retelling and sequencing

#### **Mathematics**

WRM Links: Building 9 & 10 & Find My Pattern Children will learn to:

- Count objects, actions and sounds.
- Subsitise.
- Link the number symbol (numeral with its cardinal value)
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers up to 10.
- Understand the one more/one less relationship between consecutive numbers.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

# **Reception Medium Term Planning** Spring 2 What's it like in the big city?



## **Seasonal Activities** Lent, Easter, St David's Day, St Patrick's Day, Passover, Mother's Day

#### **Outside Learning**

Children will create models of cities and roads. They will role play journeys across the big city. They will act out and retell stories and create puppet shows.

#### **Effective Teaching and Learning**

**Playing and Exploring** – playing with what they know and being willing to 'have a go'

Active Learning-Being involved and concentrating, keeping trying and enjoying the achievements that they make.

Creating and Thinking Critically - Having their own ideas, making links and choosing ways to do things.

## **British Values**

Children will learn about respect for families when making different mother's day cards.

## **Physical Development – Ball skill focus**

- 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. Use these skills to create models and buildings.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

## **Understanding the World**

- Draw information from a simple map.
- Recognise some environments that are different to the one in which they live.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

## Personal, Social and Emotional Development

- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Spend time discussing different feelings and emotions. Read stories and discuss feeling throughout. Do different people express different emotions?

## **Expressive Arts and Design**

- 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.

R.E.

SALVATION

Why do Christians put a cross in the Easter garden?