



St Michael's Nursery and Infant School

Reception - Medium Term Planning – Spring 2

Possible Themes/interests/ lines of enquiry

These themes/ideas may change depending on the children's interests:

- Africa
- Animals – wild animals, bears
- Seasonal changes – spring
- Easter
- Dance

Focused Texts



We use Development Matters to help us create our EYFS curriculum. Every child develops in their own unique way. The milestones below are suggested general focuses for the half term however we will use our professional judgement to support individual needs within their learning journey, adjusting our practice appropriately.

Communication and Language	
Focus	Possible Activities
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs. Connect one idea or action to another using a range of connectives.	• Chicken Licken props in reading area • Where's My Teddy sequencing cards • Draw story maps linked to Super Six texts • Learn songs for Easter Service • NELI Language Intervention Programme to continue • Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." • Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" • Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"
Personal, Social and Emotional Development	
Focus	Possible Activities
See themselves as a valuable individual. Know and talk about having a good sleep routine.	• Nurture group with Mrs Carter • Read 'Giraffe's Can't Dance – talk about it is ok to be different, having courage, different strengths and interests. • Why do we need sleep? Watch 'Get Well Soon' episode linked to sleep. Look at bedtime routines.
Physical Development	
Focus	Possible Activities
Combine different movements with ease and fluency. Develop co-ordination Develop and refine ball skills – batting and aiming Develop their small motor skills so that they can use a range of tools competently, safely and confidently - paintbrushes	• Weekly dance/gymnastics with Miss Smyth • Encourage children to create obstacle courses outdoors • Bats and balls in outdoor provision • Plan for focused painting sessions using a variety of paint brushes, poster/powder/pallet paints
Literacy	
Focus	Possible Activities
Read Red Storybooks. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	• Follow RWI planning • 1:1 Tutoring for lowest 20% • Weekly improvement time for letter formation • Name writing practice

	Sentence writing stimulus in writing area
Mathematics	
Focus	Possible Activities
Mastering Number: - Understand that two equal groups can be called a 'double' and connect this to finger patterns - Sort odd and even numbers according to their 'shape' - Order numbers and play track games - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <u>WRM Shape, Space and Measure:</u> Compare length Review: - Height - Time	- Daily 'Mastering Number' sessions 4x a week – see separate planning. - Focused SSM teaching session 1x week (Fridays) – follow WRM planning - Weekly continuous provision enhancements – suggested activities in separate maths planning.
Understanding the World	
Focus	Possible Activities
Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of their community.	- Compare Africa where 'Handa' lives to England. Explore Google maps. - Find out about the animal in Handa's Noisy Night - Miss Swinburne to follow Cumbria Syllabus for RE - Visit St Michael's Church – look at different places of worship.
Expressive Arts and Design	
Focus	Possible Activities
Watch and talk about dance and performance art, expressing their feelings and responses.	- Ask KS1 to perform their U.Dance piece for Reception - Look at different styles of dance