

<p>Main focus/Theme: Under the sea- continuation with Pirate focus due to children’s interests.</p> <p>Displays: PSE: Developing the calming station by creating lavender pouches and happy breathing calming jars.</p> <p style="text-align: center;">+</p> <p>Rainbow Fish- identifying special qualities in their friends UW: St David’s Day and observational spring drawings of daffodils CL+L :World book day photos and quotes, Independent writing samples: book making, writing in role play. Maths: EAD: Pirate underpants</p> <p>Key texts:</p> <ul style="list-style-type: none"> ● Commotion in the ocean ● The fish who could wish ● Rainbow fish ● Pirates love underpants ● 10 Little Pirates ● Only one you ● The Night Pirates <p>Role play area: Under the sea deep sea diving - Spring 2 incorporating pirate ship</p> <p>Rhymes for Rhyme of the week and to send home:</p> <ul style="list-style-type: none"> - Pat a cake pat a cake - Little Miss Muffet - When I was one - The Fisherman’s song - Hot Cross buns 	<p>Personal, Social and Emotional Development</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ● Using baby photos have class discussion reflecting on the past and making comparisons about what children are able to do now that they couldn’t do when they were much younger. Lots of discussion centred around reflection of growth and change over time (links in with spring theme too) ● Circle times focusing on how to identify emotions and self regulate, using My Happy Mind programme. Creating calming jars, happy breathing, lavender pouches. ● Identifying qualities that make a good friend- Rainbow Fish ● Circle times about stealing- never taking something that doesn’t belong to you. ● Mothers Day- identifying positive qualities about others and being thankful for the love that we are shown. 	<p>Communication & Language</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ➢ Introduce talk detective- create with class a checklist of what a “good speaker” is. Adults to model examples of poor speaking – looking at the floor, mumbling, turning away, talking for a really long time etc. children to then come up with the positive alternative to the negatives modelled by the adults. <p>Children will be developing their ability to speak with increasing clarity and will be able to express themselves effectively and show an awareness of the listeners needs.</p> <ul style="list-style-type: none"> ➢ CL expression through music- linked with PSE children make marks and share their thoughts and emotions about what the music reminded them of or made them think about and feel. Range of under the sea calm soothing music, choppy waves etc. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Opportunities for talk in whole class and group sessions, whereby children can talk freely about their personal experiences: sharing holiday news, show and tell time, wow card celebrations. ● Within the continuous provision provide children with opportunities to use imaginative talk and retell familiar stories, role play boxes in the book corner, props in the home corner (masks, costumes etc) ● Opportunities for talk with non fiction texts: <p>Large block and construction area – have topic vocab and visuals, non fiction topic books too.</p> <p>Have non fiction books in the creative area too for children to refer to and for adults to scaffold newly taught vocab when children are designing and making.</p>	<p>Physical Development</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ➢ Daily morning exercise before carpet time- Wake up shake up every morning after register time. ➢ Have paper outside stuck up on the wall for children to stand and write to develop their wrist control. ➢ Weekly letter formation practise twice a week on whiteboards with Little Wandle formation ➢ Weekly PE sessions on Tuesdays when half class is at Forest School - Children moving like under water creatures (crabs moving sideways, dolphins jumping out etc) around the room and negotiating under the sea obstacle courses. ➢ Under the sea themed obstacle courses outside with children using plastic stilts, beanbags and hoops. ➢ Weaving on large boards – different shades and forms of water. ➢ Gymnastic sessions in the hall due to children’s keen interest in this area. ➢ Whole class dancing sessions on Friday to encourage movement and expression to music- moving rhythmically to sounds.
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<p>Maths</p> <p>Phase 5 WRH Growing 6, 7, 8 weeks 4 → 6</p> <ul style="list-style-type: none"> Counting principles 6/7/8 Arranging 6/7/8/ into small groups eg 4 +4 is 8 Making pairs Combining 2 groups Length & height Time <p>Phase 6 WRH Building 9 & 10</p> <ul style="list-style-type: none"> Counting principles 9 & 10 Comparing numbers to 10 Bonds to 10 3D- shape Pattern <p>Possible activities:</p> <ul style="list-style-type: none"> Finding different ways to make and group numbers (Bunny ears for making numbers to 10 – can we find a different way? And another? And another? – let’s explore this) Using ten frames to subitise for instant recognition of numbers Ten frames to support understanding of bonds to ten – using pirate coins to fill the ten chest ... the pirate has 8 coins – how many more does he need? Focusing on the language of length & height – making comparisons Measuring our footprints – how many unifix blocks long and wide is my foot? Can I find something longer than my foot? Shorter than my foot and equal to my foot? Would my foot be longer or shorter than someone in year 6?... reasoning –Why? Exploring 3D shape – how is it different from 2D – what are the similarities? Finding and recognising 3D shapes around us - why isn’t a cube a good football? Looking closer at the properties Easter patterns – repeating/odd one out 	<p>Literacy</p> <p>Possible activities:</p> <ul style="list-style-type: none"> Shared writing of pirate maps Shared and modelled instruction writing for pancake making Big focus on independent story writing and book making using last terms talk for writing story map templates to support narrative structure. <p>Independent writing opportunities: Writing pirate maps, messages in a bottle, wanted posters, under the sea songs, creating information books about under the sea, thought bubble wishes for the Fish who could wish, Eid, St Patrick, St David’s Day card writing, Mothers Day cards.</p> <ul style="list-style-type: none"> Regular guided reading sessions every afternoon. Each child reads twice a week with an adult. Recap phase 3 Phase 2 phonics booster groups led by Anna- every day for 15 mins with specific children. 	<p>Understanding the World</p> <p>Possible activities:</p> <ul style="list-style-type: none"> Forest School sessions - encouraging the children to observe and comment on the changes they can see in the immediate environment. Also see attached Forest School sessions. Explore materials to create a waterproof diving suit for Fizz- exploring properties of different materials and testing them in water. Testing materials and floating and sinking in lab 13 with Meg Growing cress with Meg Continue to go on more Local walks to identify key landmarks and significant places in our immediate environment – take photos and use in outdoor area to enhance role play and children’s talk about their local area. Celebrating St. David’s Day, St Patricks Day, Ramadan, Easter <p>Cooking:</p> <ul style="list-style-type: none"> Weekly targeted groups Encouraging the children to learn about healthy eating - & trying new foods Learning about hygiene and handling foods Cutting & prepping skills Link some recipes to the topic Pirate pizza Valentines biscuits Wedding decorated biscuits 	<p>Expressive Arts and Design</p> <p>Possible activities:</p> <ul style="list-style-type: none"> Children to film their own alternative endings to key texts read in class. Acting out using props to enhance their roles. Expression to music- linked with PSE children make marks and share their thoughts and emotions about what the music reminded them of or made them think about and feel. Also movement to a range of ocean / water music – drips, waves crashing, soothing flow etc Make a class playlist to have on during free flow and on Funky Friday afternoon for children to move expressively to music of their choice. Tea bags to stain and create their own treasure maps – how to make things look old and worn. Designing and creating pirate underpants with children Creating finger print Mothers Day cards. Creating pancakes on purple mash app Using voice recorders as pirates <p>Further Topic linked art ideas:</p> <ul style="list-style-type: none"> Octopus textile tentacles Ocean thumbprints – creatures Wax/water colour washes – seascapes Creating new sea creature collages by combining body parts and renaming! (using real photographs) Cork pirate printing – following instructions St Patricks day rainbows Paper collage spring flowers
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Gillespie Reception Medium Term Plan

Date: Spring 2 2023

<p>Characteristics of Effective Learning</p> <p>Playing and exploring - engagement Finding out and exploring Playing with what they know Be willing to 'have a go'</p> <p>Active learning – motivation Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do</p> <p>Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things</p>	<p>Assessment Spontaneous 'significant achievement' observations Ongoing evidence on Tapestry. Assessment based on updated development matters statements</p> <p>Phonics: Phase 3 review.</p>	<p>Environment/Resources Weekly morning sessions to Gillespie Nature Reserve for Forest School</p>	<p>Parents Parents accompanying the class to Forest School weekly. Parents contributing to Tapestry pages and also with WOW cards.</p>
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