

Medium Term Plan for Reception: Spring Term 2021 **Decoy Community Primary School and First Steps Nursery**



Language at the heart of the curriculum

Closing the Word Gap in the Early Years “Model new words every day as we talk, read and play”

All practitioners (including Mealtime Assistants) will have an understanding of the universal, targeted and specialist strategies to support children’s speech and language development and the importance of building a child’s vocabulary.

Notice and focus children will be prioritised for specific interventions.

Grandma Fantastic word for Spring Term 1: ‘resilient’

Recap vocabulary from Autumn Term: ‘calm’ and ‘celebrate’.

Grandma Fantastic word for Spring Term 2: ‘blossom’

Recap vocabulary from Spring 1: ‘resilient’

The Adult Role: Encourage children to use desired language and behaviour. and extend vocabulary, knowledge and skills by joining children at their play.

Develop children’s ideas and support them in extending/consolidating learning. Track interests, needs and engagement levels.

The activities below will be delivered through a mixture of play-based independent, peer or adult supported activities, whole group activities and small guided groups.

Special Events in the Spring Term: As with all activities and planning, these events are subject to change as we follow the children’s interests and respond to their needs whilst adhering to Covid-19 guidelines, however, they are likely to be:

- Night walk
- Chinese New Year
- Mother’s Day
- Easter bonnet parade.
- Spring walk at Decoy park to include pond dipping.
- Visits from ‘people who help us’ to develop an understanding of different occupations and how different adults keep us safe.

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Provide children with a language rich environment by joining them at their play and extending and recapping vocabulary daily.</p> <p>Offer children at least 1 daily story session. Some children may receive more.</p> <p>Develop and expand children's thought processes by modelling i.e. "I wonder what would happen if..."</p> <p>Choose high quality picture books, songs and rhymes based on children's interests.</p> <p>Interventions (including NELI) with focus children.</p>	<p>Encourage children to think about their own behaviour and become more independent in 'solving' their problems using a 'restorative justice' approach.</p> <p>Encourage children to use the language they have learnt/emotion cards to describe their feelings when talking to one another or when talking to an adult.</p> <p>Provide consistent, warm and responsive care to allow children to feel safe and valued.</p> <p>Use individual strategies and techniques for children depending on their needs.</p>	<p>Encourage good eating habits at snack and lunch time and discuss the importance of this.</p> <p>Encourage and support the development of gross motor skills both indoors and outdoors during continuous provision but also by introducing specific PE lessons.</p> <p>Children will develop independence skills by changing for PE.</p> <p>Continue to develop fine motor skills and learn/practise forming letters correctly.</p>	<p>Continue to expose children to a wide range of print with different functions and to the features of a book (cover, title, author etc.)</p> <p>Motivate children to write by providing exciting opportunities created by their interests and needs.</p> <p>Move towards reading Ditty sheets and red books in our RWI programme.</p> <p>Develop confidence with retelling a story.</p> <p>Encourage and support children to Fred talk words and use the sound mat independently to help them to write their ideas.</p>	<p>Consolidate and explore understanding of cardinality, subitising and comparison of number from 1-5.</p> <p>Explore patterns made by some numbers greater than 5.</p> <p>Explore symmetry and patterns linking to doubles.</p> <p>Link numerals to amounts from 1-5/10.</p> <p>Regularly say the counting sequence to 10 and beyond in a variety of playful/purposeful Contexts, e.g. songs, counting for the register or book vote.</p> <p>Introduce, model and develop use of</p>	<p>Encourage children to talk about the differences they notice between people. Visitors with different backgrounds/dialects.</p> <p>Children to share things they are proud of through photos on Tapestry – looking at change and how their skills/knowledge have improved.</p> <p>Look at when/where stories are set as we read them.</p> <p>Think about celebrations such as: Chinese New Year and Easter.</p> <p>Think about the change in seasons and what that means, alongside discussions around growth and decay.</p>	<p>Provide flexible, open-ended resources for children to create with.</p> <p>Encourage children to think about/plan what they would like to create and what they will need before they begin.</p> <p>Sing a range of songs and perform poetry regularly and encourage children to make up their own stories, songs and poems by modelling this.</p> <p>Explore Uzo Egonu's 'A new lease of life'.</p> <p>Develop children's independence in using skills and techniques learnt previously.</p>

				<p>positional language through use of instructions and describing where things/people are.</p>	<p>Observe changes/discuss similarities and differences.</p> <p>Think about our town/county. Discussions around around other towns/cities/countries as they arise.</p> <p>Sharing texts and having discussions about how to look after our planet and what we can do.</p>	
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