

Oswald Road

Spring 1 Medium term plan: Reception Winter

Themes/Inter	Winter	Winter	Storm Whale	Lunar New Year	Jack Frost	Internet safety	Pancakes
ests/Lines of Enquiry	4 - 6th Jan	9 - 13th Jan	16 - 20 th Jan	23 - 27 th Jan	30 th Jan - 3 rd Feb	6 - 10 th Feb	13 – 17 th Feb
Quality Texts	Winter non-fiction Let's Look at Winter	Winter non-fiction Let's Look at Winter	The Storm Whale Winter THE STORM WHALE WINTER East Davis	Lunar New Year	Here comes Jack Frost JACK FROST KAZUNO KOHANA	Internet safety - Smartie the penguin The Adventures of Smartie the Penguin https://youtu.be/w7vZF-8bTFI	Mr Wolf's Pancakes MR WOLF'S Jan Fearmer
Shared Read Texts	The Snowflake Mistake NOVELA MISTAGE LIVE TREBUTER & MISSIAN LIVE T	The Snowy Day EZRA JACK KEATS THE SNOVY D.AY CALBECTT ANARO BOOK	Dot in the Snow The SNOW Translating I ben't to the Snow that the Snow	Goldy Luck and the Three Pandas Goldy Luck Three Pandas	Nanooka's Magical Garden Nanooka's Magical Garden Key Videores	Once upon a time online ONCE UPON A TIME ONLINE But	Chapati Moon * * Chapate: * * * * Chapate: * * * * Chapate: * * * * Chapate: * * * * Chapate: * * * * Chapate: * Chapate: * Chapate: * * Chapate: * Chapate: * * Chapate: * Chapate: * * Chapate: * Chapate: * * Chapate: * Chapate: * * Chapate: * Chapate: * * Chapate: * Chapate: * * Chapate: * Chapate: * * Chapate: * Chapate: * * Chapate: * Chapate: * * Chapate: * Chapate: * * Chapate: * Chapate:
Enrichment		RNLI visit 13.01 FS2C 12.45 - 1.15 FS2A 1.15 - 1.45 FS2B 1.45 - 2.15		MPDSS Paediatric Society Visit FS2A: Thursday 26th 12.30- 3.15pm FS2A and C: Friday 27th 12.30- 3.15pm		Policer office visit Friday?	
CL: Listening, attention and	Role Play - Winter wonderland.	Role Play - Winter wonderland.	Role Play - Winter wonderland.	Role Play - Chinese restaurant	Role Play - Winter wonderland.	Role Play - Winter wonderland.	Role Play - Pancake Kitchen
understanding/ Speaking	Small World Play - Frozen world	Small World Play - Frozen world	Small World Play - Storm Whale scene	Small World Play - Lunar New Year animals (river crossing)	Small World Play - Frozen world	Small World Play - Frozen world	Small World Play - Pancake
Personal,		Jigsaw 3: Dreams and Goals	Jigsaw 3: Dreams and Goals	Jigsaw 3: Dreams and Goals	Jigsaw 3: Dreams and Goals	Jigsaw 3: Dreams and Goals	Jigsaw 3: Dreams and Goals
Social & Emotional Development		Piece 1: Challenge	Piece 2: Never Giving Up	Piece 3: Setting a Goal	Piece 4: Obstacles and Support	Piece 5: Flight to the Future	Piece 6: Footprint Awards

			I	I	I	T	T
Physical	Fundamental skills with Keiran:	Fundamental skills with Keiran:	Fundamental skills with Keiran:	Fundamental skills with Keiran:	Fundamental skills with Keiran:	Fundamental skills with Keiran:	Fundamental skills with Keiran:
Development:	Speed, agility and coordination	Speed, agility and coordination	Speed, agility and coordination	Speed, agility and coordination			
Gross Motor	games. Throwing and catching Invasion and target games. • Moving with developing control showing enjoyment of running and beginning to travel with more speed and control. • To be able to respond to simple commands eg: stop, go, fast, slow. • Negotiate obstacles safely with consideration for themselves and others. • Be able to identify a safe space to stand. • Quickly change speed and direction. • Move energetically eg: running, jumping, hopping, skipping, • Use a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. • Refine ball skills using a range of balls (tennis balls, ping pong balls and so on) throwing, catching, passing and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	games. Throwing and catching Invasion and target games. • Moving with developing control showing enjoyment of running and beginning to travel with more speed and control. • To be able to respond to simple commands eg: stop, go, fast, slow. • Negotiate obstacles safely with consideration for themselves and others. • Be able to identify a safe space to stand. • Quickly change speed and direction. • Move energetically eg: running, jumping, hopping, skipping, • Use a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. • Refine ball skills using a range of balls (tennis balls, ping pong balls and so on) throwing, catching, passing and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	games. Throwing and catching Invasion and target games. • Moving with developing control showing enjoyment of running and beginning to travel with more speed and control. • To be able to respond to simple commands eg: stop, go, fast, slow. • Negotiate obstacles safely with consideration for themselves and others. • Be able to identify a safe space to stand. • Quickly change speed and direction. • Move energetically eg: running, jumping, hopping, skipping, • Use a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. • Refine ball skills using a range of balls (tennis balls, ping pong balls and so on) throwing, catching, passing and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	games. Throwing and catching Invasion and target games. • Moving with developing control showing enjoyment of running and beginning to travel with more speed and control. • To be able to respond to simple commands eg: stop, go, fast, slow. • Negotiate obstacles safely with consideration for themselves and others. • Be able to identify a safe space to stand. • Quickly change speed and direction. • Move energetically eg: running, jumping, hopping, skipping, • Use a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. • Refine ball skills using a range of balls (tennis balls, ping pong balls and so on) throwing, catching, passing and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	games. Throwing and catching Invasion and target games. • Moving with developing control showing enjoyment of running and beginning to travel with more speed and control. • To be able to respond to simple commands eg: stop, go, fast, slow.	games. Throwing and catching Invasion and target games. • Moving with developing control showing enjoyment of running and beginning to travel with more speed and control. • To be able to respond to simple commands eg: stop, go, fast, slow. • Negotiate obstacles safely with consideration for themselves and others. • Be able to identify a safe space to stand. • Quickly change speed and direction. • Move energetically eg: running, jumping, hopping, skipping, • Use a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. • Refine ball skills using a range of balls (tennis balls, ping pong balls and so on) throwing, catching, passing and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	games. Throwing and catching Invasion and target games. • Moving with developing control showing enjoyment of running and beginning to travel with more speed and control. • To be able to respond to simple commands eg: stop, go, fast, slow. • Negotiate obstacles safely with consideration for themselves and others. • Be able to identify a safe space to stand. • Quickly change speed and direction. • Move energetically eg: running, jumping, hopping, skipping, • Use a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. • Refine ball skills using a range of balls (tennis balls, ping pong balls and so on) throwing, catching, passing and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
	Dance - Seasons Outdoor Area	Gym - Flight – Bouncing, Jumping and Landing Outdoor Area	Dance - Seasons Outdoor Area	Gym - Flight – Bouncing, Jumping and Landing Outdoor Area	Dance - Seasons Outdoor Area	Gym - Rocking and rolling Outdoor Area	Dance - Nursery Rhymes Outdoor Area
Physical	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area
Development: Fine Motor	Fine motor area	Fine motor area	Fine motor area	Fine motor area	Fine motor area - Beads on hair (BHM)	Fine motor area	Fine motor area
	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)
	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)			
Physical Development: Health	PE, Dance & Gym Snack time Tooth brushing	PE, Dance & Gym Snack time Tooth brushing	PE, Dance & Gym Snack time Tooth brushing	PE, Dance & Gym Snack time Tooth brushing			

Literacy: Comprehension & word reading	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book. Essential letters and sounds	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book. Essential letters and sounds	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book. Essential letters and sounds	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book. Essential letters and sounds	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book. Essential letters and sounds	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book. Essential letters and sounds	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book. Essential letters and sounds
	phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3	phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 Review week R:4 oo (book) HRS: he, she, buses	phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 ar, ur oo (food), or HRS: they, all, are	phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 ow, oi, ear, air	phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 ure, er, ow HRS: ball, tall	phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 Assess and review week R:5	phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 Review week R:6
Literacy: Writing	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words	Writing own names Essential Letters and Sounds Phase 2 and 3 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words
Mathematics	White Rose Maths: Consolidation	White Rose Maths: Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity	White Rose Maths: Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity	White Rose Maths: Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity	White Rose Maths: Growing 6, 7, 8 6,7,8 Making pairs Combining two groups Length and height Time	White Rose Maths: Growing 6, 7, 8 6,7,8 Making pairs Combining two groups Length and height Time	White Rose Maths: Growing 6, 7, 8 6,7,8 Making pairs Combining two groups Length and height Time
Understanding the world: Past and present				Comment on images of familiar situations in the past. (Lunar New Year)		Comment on images of familiar situations in the past. (Internet safety)	Comment on images of familiar situations in the past. (Shrove Tuesday)

		I	T	T	1		
Understanding	RE: Living	RE: Living	RE: Living	RE: Living	RE: Living	RE: Living	RE: Living
of the World:	What is special about our world	What is special about our world	What is special about our world	What is special about our world	What is special about our world	What is special about our	What is special about our world
People, Culture	and why?	and why?	and why?	and why?	and why?	world and why?	and why?
& Communities	Muslims	Muslims	Muslims	Muslims	Muslims	Muslims	Muslims
		Geography: Winter walk Field work - Explore the natural world by going on an autumn walk to collect autumnal objects to use for different activities.		Geography: Lunar New Year Place/locational knowledge - Use a map to identify where we live in relation to the rest of the world. Human geography - Be able to talk about the similarities and differences between life in our country and life in a different country.			
Understanding	Investigation area	Investigation area	Investigation area	Investigation area	Investigation area	Investigation area	Investigation area
of the World: World	Chemistry - Properties and changes of matter: ice States of matter: ice Physics -	Science: Chemistry - Properties and changes of matter: ice States of matter: ice Physics - Seasonal changes: winter	Science: Chemistry - Properties and changes of matter: ice States of matter: ice Physics - Seasonal changes: winter Biology - Animals including humans Living things and habitats		Science: Chemistry - Properties and changes of matter: ice States of matter: ice Physics - Seasonal changes: winter		
Understanding the World: Technology	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard Computing: Internet safety	Technology Area Ipads Interactive whiteboard
Expressive Art & Design	Constitute and the desired	Music: Bird Spotting: Cuckoo polka • Active listening • Beat • Pitch (so-mi) • Vocal play	Music: Bird Spotting: Cuckoo polka • Active listening • Beat • Pitch (so-mi) • Vocal play	Bird Spotting: Cuckoo polka • Active listening • Beat • Pitch (so-mi) • Vocal play	Music: Shake my sillies out Timbre Pitch (higher/ lower) Tempo (faster/ slower) Beat	Music: Shake my sillies out Timbre Pitch (higher/ lower) Tempo (faster/ slower) Beat	Music: Shake my sillies out Timbre Pitch (higher/ lower) Tempo (faster/ slower) Beat
	Creative and junk modelling area	Creative and junk modelling area	Creative and junk modelling area	, ,	Creative and junk modelling area	Creative and junk modelling area	Creative and junk modelling area
	Art: Drawing and painting: Winter	Art: Drawing and painting: Winter		Structure: Lunar dragon puppet	DT: Structure: Snowflakes		DT: Food: pancakes Structure: Textiles: Collaging hearts