

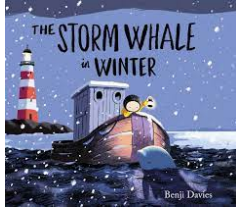



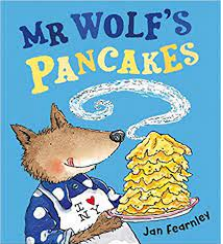

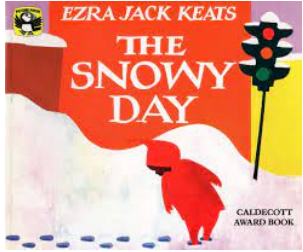

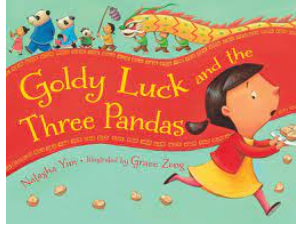
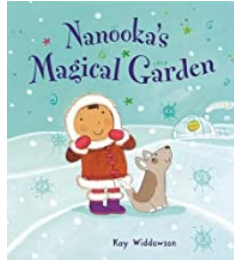

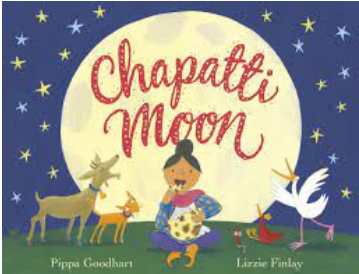


Oswald Road

Spring 1 Medium term plan: Reception Winter

Themes/Interests/Lines of Enquiry	Winter Week 1	Winter Week 2	Storm Whale Week 3	Lunar New Year Week 4	Jack Frost Week 5	Internet safety Week 6	Pancakes Week 7
<b>Quality Texts</b>	Winter non-fiction 	Winter non-fiction 	The Storm Whale Winter 	Lunar New Year 	Here comes Jack Frost 	Internet safety - Smartie the penguin  <a href="https://youtu.be/w7vZF-8bTFI">https://youtu.be/w7vZF-8bTFI</a>	Mr Wolf's Pancakes 
<b>Shared Read Texts</b>	The Snowflake Mistake 	The Snowy Day 	Dot in the Snow 	Goldy Luck and the Three Pandas 	Nanook's Magical Garden 	Once upon a time online 	Chapati Moon 
<b>Enrichment</b>		RNLI visit 9.01 FS2C 12.45 - 1.15 FS2A 1.15 - 1.45 FS2B 1.45 - 2.15	Maths parent/carer workshop 16.01 Hand washing with Ramaisah 15.01 FS2C: 12.30 - 1 FS2A: 1-1.30 FS2B 1.30-2	MPDSS Paediatric Society Visit FS2C: Monday 22nd January 12.30-3.15pm FS2A and B: Tuesday 23rd January 12.30-3.15pm			
<b>CL: Listening, attention and understanding / Speaking</b>	Role Play - Winter wonderland.  Small World Play - Frozen world	Role Play - Winter wonderland.  Small World Play - Frozen world	Role Play - Winter wonderland.  Small World Play - Storm Whale scene	Role Play - Chinese restaurant  Small World Play - Lunar New Year animals (river crossing)	Role Play - Winter wonderland.  Small World Play - Frozen world	Role Play - Winter wonderland.  Small World Play - Frozen world	Role Play - Pancake Kitchen  Small World Play - Pancake
<b>Personal, Social &amp; Emotional Development</b>		Jigsaw 3: Dreams and Goals Piece 1: Challenge	Jigsaw 3: Dreams and Goals Piece 2: Never Giving Up	Jigsaw 3: Dreams and Goals Piece 3: Setting a Goal	Jigsaw 3: Dreams and Goals Piece 4: Obstacles and Support	Jigsaw 3: Dreams and Goals Piece 5: Flight to the Future	Jigsaw 3: Dreams and Goals Piece 6: Footprint Awards

Physical Development: Gross Motor	<b>Fundamental skills with Sports Coach:</b> Invasion games (IG1)	<b>Fundamental skills with Sports Coach:</b> Invasion games (IG1)	<b>Fundamental skills with Sports Coach:</b> Invasion games (IG1)	<b>Fundamental skills with Sports Coach:</b> Invasion games (IG1)	<b>Fundamental skills with Sports Coach:</b> Invasion games (IG1)	<b>Fundamental skills with Sports Coach:</b> Invasion games (IG1)	<b>Fundamental skills with Sports Coach:</b> Invasion games (IG1)	
	Pass the ball from chest using a bounce pass Get into ready position to receive a bounce pass Change direction confidently Move around safely in limited space Bounce a ball and track it with eyes Dribble a ball with feet Track a ball using foot Push-pass a hockey ball Receive a hockey ball Stop a ball with feet by trapping	Pass the ball from chest using a bounce pass Get into ready position to receive a bounce pass Change direction confidently Move around safely in limited space Bounce a ball and track it with eyes Dribble a ball with feet Track a ball using foot Push-pass a hockey ball Receive a hockey ball Stop a ball with feet by trapping	Pass the ball from chest using a bounce pass Get into ready position to receive a bounce pass Change direction confidently Move around safely in limited space Bounce a ball and track it with eyes Dribble a ball with feet Track a ball using foot Push-pass a hockey ball Receive a hockey ball Stop a ball with feet by trapping	Pass the ball from chest using a bounce pass Get into ready position to receive a bounce pass Change direction confidently Move around safely in limited space Bounce a ball and track it with eyes Dribble a ball with feet Track a ball using foot Push-pass a hockey ball Receive a hockey ball Stop a ball with feet by trapping	Pass the ball from chest using a bounce pass Get into ready position to receive a bounce pass Change direction confidently Move around safely in limited space Bounce a ball and track it with eyes Dribble a ball with feet Track a ball using foot Push-pass a hockey ball Receive a hockey ball Stop a ball with feet by trapping	Pass the ball from chest using a bounce pass Get into ready position to receive a bounce pass Change direction confidently Move around safely in limited space Bounce a ball and track it with eyes Dribble a ball with feet Track a ball using foot Push-pass a hockey ball Receive a hockey ball Stop a ball with feet by trapping	Pass the ball from chest using a bounce pass Get into ready position to receive a bounce pass Change direction confidently Move around safely in limited space Bounce a ball and track it with eyes Dribble a ball with feet Track a ball using foot Push-pass a hockey ball Receive a hockey ball Stop a ball with feet by trapping	Pass the ball from chest using a bounce pass Get into ready position to receive a bounce pass Change direction confidently Move around safely in limited space Bounce a ball and track it with eyes Dribble a ball with feet Track a ball using foot Push-pass a hockey ball Receive a hockey ball Stop a ball with feet by trapping
	Gym - Flight – Bouncing, Jumping and Landing Gym - Jumping, bouncing and landing Objectives: This unit will focus on the ability to travel with confidence and skill, and the ability to develop the technique to mount a piece of apparatus in different ways and dismount safely. By the end of the unit, children will: • Rock on different body parts • Perform a sequence of moves where the child is able to transfer the weight from one part of their body to another • Travel from a rock into a roll • Perform a log and egg roll with control and as part of a sequence. • Roll sideways and forwards with control • Be able to Leap • Be able to Scissor kick • Perform varieties of pencil rolls • Jump from low apparatus in different ways • Perform in canon with a partner • Demonstrate 3 different ways of rolling with good control. • Move from one roll to another by rocking. • Give good feedback to a partner	Gym - Flight – Bouncing, Jumping and Landing Gym - Jumping, bouncing and landing Objectives: This unit will focus on the ability to travel with confidence and skill, and the ability to develop the technique to mount a piece of apparatus in different ways and dismount safely. 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By the end of the unit, children will: • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a partner. • Use pictures to create shapes, movements and actions. • Remember and perform a basic sequence of movement when led by a teacher.	Dance - Nursery Rhymes Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will: • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a partner. • Use pictures to create shapes, movements and actions. • Remember and perform a basic sequence of movement when led by a teacher.
Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	Outdoor Area	

<b>Physical Development: Fine Motor</b>	Malleable area  Fine motor area  Penpals Letter formation (phonics/literacy and name writing)  Lunch time (knives, forks and spoons)	Malleable area  Fine motor area  Penpals Letter formation (phonics/literacy and name writing)  Lunch time (knives, forks and spoons)	Malleable area  Fine motor area  Penpals Letter formation (phonics/literacy and name writing)  Lunch time (knives, forks and spoons)	Malleable area  Fine motor area  Penpals Letter formation (phonics/literacy and name writing)  Lunch time (knives, forks and spoons)	Malleable area  Fine motor area - Beads on hair (BHM) Penpals Letter formation (phonics/literacy and name writing)  Lunch time (knives, forks and spoons)	Malleable area  Fine motor area  Penpals Letter formation (phonics/literacy and name writing)  Lunch time (knives, forks and spoons)	Malleable area  Fine motor area  Penpals Letter formation (phonics/literacy and name writing)  Lunch time (knives, forks and spoons)
<b>Physical Development: Health</b>	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	PE, Dance & Gym Snack time Tooth brushing	PE, Dance & Gym Snack time Tooth brushing	PE, Dance & Gym Snack time Tooth brushing
<b>Literacy: Comprehension &amp; word reading</b>	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	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 Review week R:4 oo (book) HRS: he, she, buses	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 ar, ur oo (food), or HRS: they, all, are	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 ow, oi, ear, air	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 ure, er, ow HRS: ball, tall	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 Assess and review week R:5	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 Review week R:6
<b>Literacy: Writing</b>	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
<b>Mathematics</b>	White Rose Maths:  Consolidation	White Rose Maths: <b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity	White Rose Maths: <b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity	White Rose Maths: <b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity	White Rose Maths: <b>Growing 6, 7, 8</b> 6,7,8 Making pairs Combining two groups Length and height Time	White Rose Maths: <b>Growing 6, 7, 8</b> 6,7,8 Making pairs Combining two groups Length and height Time	White Rose Maths: <b>Growing 6, 7, 8</b> 6,7,8 Making pairs Combining two groups Length and height Time



<b>Understanding the world: Past and present</b>				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)
<b>Understanding of the World: People, Culture &amp; Communities</b>	RE: Living What is special about our world and why? Muslims	RE: Living What is special about our world and why? 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.	RE: Living What is special about our world and why? Muslims	RE: Living What is special about our world and why? Muslims  Geography: Lunar New Year Place/location 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.	RE: Living What is special about our world and why? Muslims	RE: Living What is special about our world and why? Muslims	RE: Living What is special about our world and why? Muslims
<b>Understanding of the World: World</b>	Investigation area  Science: Chemistry - Properties and changes of matter: ice States of matter: ice Physics - Seasonal changes: winter	Investigation area  Science: Chemistry - Properties and changes of matter: ice States of matter: ice Physics - Seasonal changes: winter	Investigation area  Science: Chemistry - Properties and changes of matter: ice States of matter: ice Physics - Seasonal changes: winter Biology - Animals including humans Living things and habitats	Investigation area	Investigation area  Science: Chemistry - Properties and changes of matter: ice States of matter: ice Physics - Seasonal changes: winter	Investigation area	Investigation area
<b>Understanding the World: Technology</b>	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
<b>Expressive Art &amp; Design</b>	       Creative and junk modelling area  Art: Drawing and painting: Winter	Music: Bird Spotting: Cuckoo polka • Active listening • Beat • Pitch (so-mi) • Vocal play  Creative and junk modelling area  Art: Drawing and painting: Winter	Music: Bird Spotting: Cuckoo polka • Active listening • Beat • Pitch (so-mi) • Vocal play  Creative and junk modelling area	Music: Bird Spotting: Cuckoo polka • Active listening • Beat • Pitch (so-mi) • Vocal play  Creative and junk modelling area  DT: Structure: Lunar dragon puppet Food: Chinese food  Art: Drawing and painting: Chinese dragon	Music: Shake my sillies out • Timbre • Pitch (higher/ lower) • Tempo (faster/ slower) • Beat  Creative and junk modelling area  DT: Structure: Snowflakes	Music: Shake my sillies out • Timbre • Pitch (higher/ lower) • Tempo (faster/ slower) • Beat  Creative and junk modelling area	Music: Shake my sillies out • Timbre • Pitch (higher/ lower) • Tempo (faster/ slower) • Beat  Creative and junk modelling area  DT: Food: pancakes Structure: Textiles: Collaging hearts

