



Medium Term Planning

Spring Term 1 2021

Bugle School Reception Class

When I Grow Up...(People who help me)



	Week: 1 Week beginning: 4th January	Week: 2 Week beginning: 4th January	Week: 3 Week beginning: 18th January	Week: 4 Week beginning: 25th January	Week: 5 Week beginning: 1st February	Week: 6 Week beginning: 8th February
Focus	Welcome back	People who help us at home	People who help us at school	Emergency services	(Super)heroes!	When I grow up...
Personal, Social and Emotional Development	Characteristics of Effective Learning Lenny's Learning Story	Characteristics of Effective Learning Go for It Gorilla Proud Peacock	Characteristics of Effective Learning Choosing Chimp Exploring Elephant	Characteristics of Effective Learning Concentrating Crocodile Creative Chameleon	Characteristics of Effective Learning I know Rhino Persevering Parrot	Characteristics of Effective Learning Slinky Linky Snake
Jigsaw Focus: Dreams and Goals	Challenge	Never Giving Up	Setting a goal	Obstacles and Support	Flight to the Future	Footprint Awards
	<p>Self-confidence and self-awareness: 40-60m+ : Confident to speak to others about own needs, wants, interests and opinions; Can describe self in positive terms and talk about abilities.</p> <p>Managing feelings and behaviour: 40-60m+: Understands that own actions affect other people; Aware of the boundaries set, and of behavioural expectations in the setting; Beginning to be able to negotiate and solve problems without aggression.</p> <p>Making relationships: 40-60m+ :Initiates conversations, attends to and takes account of what others say; Explains own knowledge and understanding, and asks appropriate questions of others; Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Self Confidence and Self Awareness: ELG: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour: ELG: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>Making relationships: ELG: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>					
Communication and Language	Sharing homework – Celebrating our	Who helps us at home? What do they do to help	Who helps you at school?	Who helps us when we get hurt or ill?	Do all heroes wear capes?	What would you like to be when you grow up?

	work and progress	us? Do you help them?		Learning Rhymes – Miss Polly had Dolly Doctor Foster		
	<p>Listening and attention: 40-60m+: Maintains attention, concentrates, and sits quietly during appropriate activity.</p> <p>Understanding: 40-60m+: Responds to instructions involving a two-part sequence. Understands humour; Able to follow a story without pictures or props; Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking: 40-60m+: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words; Uses language to imagine and recreate roles and experiences in play situations; Link statements and sticks to a main theme or intention; Uses talk to organise, sequence, and clarify thinking, ideas, feelings, and events; Introduces a storyline or narrative into their play.</p> <p>Listening and attention: ELG: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: ELG: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: ELG: Children express themselves effectively, showing awareness of listeners' needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>					
Physical Development	Pencil Grip Letter formation Use tools correctly Getting dressed/undressed for PE REAL PE: Tily the Train's Big Day – Dynamic Balances	Pencil Grip Letter formation Use tools correctly Getting dressed/undressed for PE REAL PE: Tily the Train's Big Day – Dynamic Balances	Pencil Grip Letter formation Use tools correctly Getting dressed/undressed for PE REAL PE: Tily the Train's Big Day – Dynamic Balances	Pencil Grip Letter formation Use tools correctly Getting dressed/undressed for PE REAL PE: Thembi Walks the Tightrope – Static Balance	Pencil Grip Letter formation Use tools correctly Getting dressed/undressed for PE REAL PE: Thembi Walks the Tightrope – Static Balance	Pencil Grip Letter formation Use tools correctly Getting dressed/undressed for PE REAL PE: Thembi Walks the Tightrope – Static Balance
	<p>Moving and Handling: 40-60m+:</p> <p>Gross Motor skills: Experiments with different ways of moving; Jumps off an object and lands appropriately; Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles; Travels with confidence and skill around, under, over and through balancing and climbing equipment; Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Fine Motor Skills: Uses simple tools to effect changes to materials; Handles tools, objects, construction and malleable materials safely and with increasing control; Shows a preference for a dominant hand; Begins to use anticlockwise movement and retrace vertical lines; Begins to form recognisable letters; Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>					

	<p>Health and Self Care: 40-60m+: Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of how to transport and store equipment safely.</p> <p>Moving and handling: ELG: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care: ELG: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>					
Literacy	<p>RWI-Revising Sounds – Set 1 Group A</p> <p>Name Writing</p> <p>The Gingerbread Man</p> <p>-Cold Write Dictation</p> <p>- Learning the Story (Imitate)</p>	<p>RWI- Revising Sounds – Set 1 Group B</p> <p>The Gingerbread Man</p> <p>-Learning the Story (Imitate)</p> <p>-Guided Write</p>	<p>RWI- Word Time Revision</p> <p>Proud Cloud Writing : People who help us</p> <p>The Gingerbread Man</p> <p>-Innovate the story (Hot Write)</p>	<p>RWI- Mid Term Assessment Learning New Sounds – Set 2</p> <p>The Tiger who came to Tea</p> <p>-Imitate</p>	<p>RWI- Learning New Sounds – Set 2</p> <p>Name writing</p> <p>The Tiger who came to Tea</p> <p>-Proud Cloud</p> <p>-Innovate</p>	<p>RWI- Learning New Sounds – Set 2</p> <p>Guided Writing: The Tiger who came to Tea.</p>
	<p>Reading 40-60 m+: Continues a rhyming string; Hears and says the initial sound in words; Links sounds to letters, naming and sounding the letters of the alphabet; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers.</p> <p>Reading: ELG: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>Writing 40-60m+: Gives meaning to marks as they draw, write and paint; Continues a rhyming string; Hears and says the initial sound in words; Links sounds to letters, naming and sounding the letters of the alphabet; Writes own name and other things such as labels, captions.</p> <p>Writing :ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>					
Mathematics	Alive in 5!	Alive in 5!	Alive in 5!	Growing 6,7,8	Growing 6,7,8	Growing 6,7,8
	<p>Number: Introducing zero</p> <p>Comparing numbers to 5</p>	<p>Number: Introducing zero</p> <p>Comparing numbers to 5</p>	<p>Number: Introducing zero</p> <p>Comparing numbers to 5</p>	<p>Number: 6, 7 & 8</p> <p>Making pairs</p> <p>Combining 2 groups</p>	<p>Number: 6, 7 & 8</p> <p>Making pairs</p> <p>Combining 2 groups</p>	<p>Number: 6, 7 & 8</p> <p>Making pairs</p> <p>Combining 2 groups</p>

	Composition of 4 & 5 Measure, Shape and Spatial Thinking: Compare Mass (2) Compare Capacity (2)	Composition of 4 & 5 Measure, Shape and Spatial Thinking: Compare Mass (2) Compare Capacity (2)	Composition of 4 & 5 Measure, Shape and Spatial Thinking: Compare Mass (2) Compare Capacity (2)	Measure, Shape and Spatial Thinking: Length & Height Time	Measure, Shape and Spatial Thinking: Length & Height Time	Measure, Shape and Spatial Thinking: Length & Height Time
	<p>Numbers 40-60 m+: Recognise some numerals of personal significance; Recognises numerals 1 to 5; Counts up to three or four objects by saying one number name for each item; Uses the language of 'more' and 'fewer' to compare two sets of objects; Finds the total number of items in two groups by counting all of them.</p> <p>Numbers: ELG: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, Space and Measure 40-60 m+: Selects a particular named shape; Can describe their relative position such as 'behind' or 'next to'; Orders two or three items by length or height; Orders two items by weight or capacity; Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Shape, Space and Measures: ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>					
Expressive arts and design	Craft: Making Gingerbread Music Express – Going Places The Three Bears/Mousey Brown	Craft: Creating Emergency Vehicles Music Express – Going Places Jack in the Box/Noah		Craft: Tiger Craft Music Express- Going Places Rhyme Time		
	<p>Exploring and using Media and Materials: 40-60 m+: Begins to build a repertoire of songs and dances; Explores the different sounds of instruments; Explores what happens when they mix colours; Experiments to create different textures; Understands that different media can be combined to create new effects; Manipulates materials to achieve a planned effect; Constructs with a purpose in mind, using a variety of resources.</p> <p>Being Imaginative: 40-60m+: Create simple representations of events, people and objects; Chooses particular colours to use for a purpose; Introduces a storyline or narrative into their play; Plays alongside other children who are engaged in the same theme; Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Exploring and using media and materials: ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative: ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>					

Understanding the world	Phizzi Enquiry: Balloon Beards	Phizzy Enquiry: Super Spaghetti Using Ipads to explore – Using Chatterpix.	Phizzi Enquiry: Tea for a Tiger Using Ipads to explore – Green Screen
	<p>People and Communities: 40-60 m+: Enjoys joining in with family customs and routines.</p> <p>The World: 40-60 m+: Looks closely at similarities, differences, patterns and change.</p> <p>Technology: 40-60m+: Completes a simple program on a computer. Interacts with age-appropriate computer software.</p> <p>People and communities: ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world: ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Technology: ELG: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>		