

Furzeham Primary - Medium Term Overview – Spring 1  
 Reception Spring Term 2018  
 To Infinity and beyond!!



Curriculum Area	Week 1 Week Commencing: 8th Jan Buzz Lightyear	Week 2 Week Commencing: 15th Jan The moon and sun	Week 3 Week Commencing: 22nd Jan Spaceships and rockets	Week 4 Week Commencing: 29th Jan Alien invasion	Week 5 Week Commencing: 5th Feb Robots	Week 6 Week Commencing: 12 <sup>th</sup> Feb Stars
PSED	Welcome children back after Christmas break. Remind children of behavioural expectations within classroom. We treat others as we would like to be treated. Watch clips of space on You Tube to introduce topic.	Circle Time Why am I important in this class? Encourage children to share positive comments about one another. Scribe.	Circle Time Encourage children to share things that make them happy/sad - discuss	Circle Time Encourage children to consider what would happen if an alien come to school one day. Encourage children to share how they would demonstrate positive classroom behaviour to the alien.	Pupil conferencing to determine children's own opinions about their learning Watch Walle the robot on Youtube	Circle Time Reach for the stars! Describe self in positive terms. Scribe onto a shooting star. Decorate shooting star & display.
CLL	Role Play – Spaceship/Space station Imagine and recreate experiences Space mind map – encourage the children to talk about what they already know about space and discuss what else they would like to learn.	Comparing planets. Encourage children to look at pictures of the different planets in our solar system. Encourage the children to consider the similarities and differences and use descriptive language to describe them.	Link to story 'Whatever next?' Leave colander, welly boots etc.. out for child initiated re-telling.	Describe an alien in groups. (Recording boards from Mr Bennett's class) Encourage the use of wow words and descriptive language.	Robot rhyming strings.	Star gazing night. Encourage children to come back to school in their pyjamas.(Bring teddy too) Star gazing on playground. Open session for evening. Share learning diaries. Parents to record on stars their comments

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						on children's learning.
LITERACY PHONICS	Keywords practised daily Model sentence structure – simple sentence (Attempts to write short sentences in meaningful contexts) Guided write – simple (Differentiated) <u>Recap set 1 sounds</u> CVC words (Spellings) CVCC words (Spellings) CCVC words (spellings)	Keywords practised daily Model sentence structure – simple sentence (Attempts to write short sentences in meaningful contexts) Guided write – simple sentences – <u>Set 2 sounds</u> Ay, ee, igh, ow,, oo (poo at the zoo)	Keywords practised daily Model sentence structure – simple sentence (Attempts to write short sentences in meaningful contexts) Guided write <u>Set 2 sounds</u> oo (look at a book) ar, or, air ir	Keywords practised daily Set up a Space word box on writing table – encourage children to write and add space words. (Independent) Read the Aliens love underpants stories. Guided write I went to.... <u>Set 2 sounds</u> ou, ay - Set 2 sounds assessments	Keywords practised daily Encourage children to write postcards from the moon (available at writing table for child initiated learning) Introduce and demonstrate labelling. Guided write - model how to label different parts of a robot. Children to do as a directed task. (Guided) Embed and consolidate set 2 sounds	Keywords practised daily Model sentence structure – simple sentence (Attempts to write short sentences in meaningful contexts) Guided write – captions – model how to write a caption – match to photo of themselves at star gazing night write caption – I am at the star night. Embed and consolidate set2 sounds.
PD	<u>FMS</u> Buzz colourings/dot to dot Zig/zag fire trail tracing patterns <u>GMS</u> Balancing equipment outside	<u>FMS</u> Split pin astronauts <u>GMS</u> Jumps off an object and lands and lands appropriately	<u>FMS</u> Rocket stencils – (cardboard) children to draw around <u>GMS</u> Jumps off an object and lands and lands appropriately	<u>FMS</u> Make a playdough alien – add buttons for eyes etc.. <u>GMS</u> Jumps off an object and lands and lands appropriately	<u>FMS</u> Nuts and bolts construction kits <u>GMS</u> Move/dance like a robot	<u>FMS</u> Use tweezers to transfer stars from one pot to another <u>GMS</u> Shooting star shapes
MATHS	Daily Practise –	Daily Practise -	Daily Practise -	Daily Practise -	Daily Practise -	Daily Practise -

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	Numbers to 20 – count in sequence/ Numeral recognition Main focus – To order and sequence familiar events. (Linked to day/night)	Numbers to 20 – count in sequence/Numeral recognition Main focus - To order and sequence familiar events. (Linked to day/night)	Numbers to 20 – count in sequence/Numeral recognition Main focus – ordinal numbers – rocket races encourage the use of positional language/ordinal language	Numbers to 20 – count in sequence/Numeral recognition Main focus – to measure short periods of time in simple ways. Match the stars (laminated stars in sand tray – matching pairs to 20 – can children find the matching pairs??)	Numbers to 20 – count in sequence/Numeral recognition Main focus- to describe position using words, e.g., 'behind' or 'next to' Play hide and seek alien in the classroom – hide and use positional language to direct partner to find him	Numbers to 20 – count in sequence/Numeral recognition Main focus – to use everyday language related to time. Can children order the asteroids (foil balls with numbers on)
UW	Make a moon buggy out of construction kits	Make (moon) rock cakes	Junk modelling – make own cardboard tube rocket/spaceship	Investigate toys with moving parts eg, winding up toys	Junk modelling – make own robot	Investigate toys with moving parts, eg, pulleys/levers
EAD	Bubble painting – silver paint – explore! Print with metallic paint on black paper/card	Spaceship porthole craft (See Twinkle) Space music – listen to examples – you tube?	5 little men in a flying saucer – collage and add googly eyes/Paper bowl flying saucers	Handprint/footprint aliens – create own! Add googly eyes/hair etc... (See Twinkle)	Free painting – paint a picture of a robot	Create your own space music
SENSORY PLAY	Martian gloop – explore!	Red lentils	Scrunchy tin foil/metal – explore! (Tuff spot)	Hair gel – add glitter and sequins	Magnets – sort non-magnetic/magnetic	Moon surface/ moon sand – explore!

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Prime/Specific Area	<b>Main objectives (30-50 months, 40-60 months, ELG)</b>
Personal, Social, Emotional Development	<ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• They show sensitivity to others' needs and feelings.</li> <li>• Children talk about how they and others demonstrate how they are feeling.</li> </ul>
Communication. Language and Literacy	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>

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	<ul style="list-style-type: none"> <li>• They develop their own narratives and explanations by connecting ideas or events.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> <li>• Children use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>• They also write some irregular common words.</li> <li>• They write simple sentences which can be read by themselves and others.</li> <li>• Some words are spelt correctly and others are phonetically plausible.</li> </ul>
Mathematical Development	<p>Uses everyday language related to time.</p> <ul style="list-style-type: none"> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Talks about why things happen and how things work.</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Sings a few familiar songs.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Create simple representations of events, people and objects.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Create simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>

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