



# Reception - Spring 1 MTP (Subject Specific)

Subject	Science	Computing	History	Geography	Art	DT	Music	PE	RE	PSHCE
<b>Subject content and skills to cover</b>	<p><u>Growth and Change</u></p> <p>Children to share pictures and talk about members of their family</p> <p>Understand that once, members of their family were young too</p> <p>Begin to understand that events happened before they were born</p> <p>Children to share baby photos and baby photos of adults</p> <p>Spot similarities and differences and discuss how we've changed</p>	<p><u>Numbers and Counting</u></p> <p><u>2Count and Counting Quizzes</u></p> <p>Create a class pictogram (use the emotions images to ask the children how they are feeling today). This could be done as part of a circle time activity. Start to add the images to the pictogram as you ask the children to choose the right picture. happy sad upset angry poorly tired</p> <p>Count the numbers as you add the children to the pictogram. When all the children are added, find out how many children feel happy, how many are sad. Are there any poorly children? Are any children feeling sleepy? How many are there?</p>	<p><u>1950's England and Queen Elizabeth II</u></p> <p>Begin to understand that events happened before they were born and England has changed over time</p> <p>Read Paddington Bear—how was life different for the Brown family?</p> <p>Look at photos, artefacts and accounts from 1950's, exploring similarities and differences</p> <p>Talk to someone who was born or alive in the 1950's.</p> <p>Introduce Queen Elizabeth II—who is she? When was she coronated?</p> <p>Understand that England has a Royal Family and Queen Elizabeth II is the head of the Royal Family</p> <p>Discuss some of the other members of the English Royal Family</p> <p>Compare photos of the queen from 1950 to now</p>	<p><u>England</u></p> <p>We live in England</p> <p>England is a country in the United Kingdom which is made of 4 countries</p> <p>Look/find the United Kingdom on a map</p> <p>Look at the English flag</p> <p>Discuss experiences of travelling in England—London, caravan, Blackpool etc.</p>	<p><u>Art exploration—collage</u></p> <p>Refine collage skills including selecting, tearing, cutting and sticking</p> <p>Discuss different textures of items</p> <p>Discuss expression—what is your piece of work trying to tell someone?</p> <p><u>Exposure to artists—Matisse</u></p> <p>Look at work by Matisse</p> <p>Discuss how Matisse's pieces make us feel</p> <p>Matisse called his later cut paper work "painting with scissors". Use scissors and glue to create pattern and collage pieces inspired by Matisse</p> <p><u>Learning to draw—building schemas</u></p> <p>Develop schemas for drawing different living things and objects</p> <p>Look at fine details</p> <p>Complete observational drawings</p>	<p><u>Making Sandwiches</u></p> <p>Design your sandwich e.g. which filling, type of bread etc.</p> <p>Know the 5 getting ready to cook steps (Tie back long hair, Roll up your sleeves, Remove jewellery, Wear an apron, wash your hands)</p> <p>Follow instructions as to how to make a sandwich safely and hygienically</p> <p>Use tools such as knives to help make your sandwich</p> <p>Review work—would you change anything next time?</p>	<p>Music is interwoven throughout input, provision and classroom practice. The units below will be covered by all children, but will likely change order and overlap throughout the year. Children will learn to perform confidently, listen carefully and enjoy responding to music in a range of contexts.</p> <p>Listening and Attention</p> <p>Nursery Rhymes (please see core text list for more detail on rhymes and songs covered)</p> <p>Mini Mash music</p> <p>Singing Moving to music and remembering sequences</p> <p>Identifying musical instruments and experimenting with the sounds they make</p> <p>Discussing how music makes us feel?</p>	<p><u>Moving fluently and with control</u></p> <p>To move in different ways with confidence</p> <p>To negotiate space and avoid obstacles</p> <p>To move safely</p> <p>To show good control over their body in large and small scale movements</p> <p>To be able to pick up, carry a release objects accurately</p> <p>To change speed and direction with control</p> <p>To throw beanbags or balls at targets</p> <p>To kick a ball</p> <p>To roll a ball</p> <p>To hit a ball with striking implements</p>	-	<p><u>Managing Self</u></p> <p>Manage own basic hygiene and personal needs (dressing, toileting, teeth brushing, healthy food choices).</p> <p>Know the Brush Bus song and brush teeth for 2 minutes during the school day.</p> <p>Know how to brush teeth properly using different strokes/movements.</p>
<b>Intent</b>	<p>Understand we change as we grow</p> <p>Compare then and now and develop an understanding of the passing of time</p>	<p>Explore Mini Mash</p>	<p>England has changed since the 1950s.</p> <p>Compare life in the 50s to life now.</p>	<p>Know that live in England which is a country in the United Kingdom.</p>	<p>Explore and create collages and build schemas to use when drawing.</p>	<p>Make healthy food choices and know how to keep themselves safe when preparing food.</p>	<p>Enjoy, create and move to music. Perform well known songs and rhymes.</p>	<p>Gain fluency and more control when moving.</p>	-	<p>Manage own basic needs successfully and understand how to keep themselves healthy and safe.</p>



# Reception - Spring 1 MTP (Prime Areas)

Subject	Communication and Language	PSE Development	Physical Development Gross motor	Physical Development Fine motor
<b>Subject content and skills to cover</b>	<p>Communication and Language work is woven throughout the curriculum and daily practice. Contact and skills coverage is child dependent and therefore varies dependent on the child's current level of development.</p> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.</li> <li><input type="checkbox"/> Make comments about what they have heard and ask questions to clarify their understanding.</li> <li><input type="checkbox"/> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li><input type="checkbox"/> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li><input type="checkbox"/> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from Autumn Term will also be worked on, discussed and revisited throughout the Spring Term. Please see Autumn 1 and Autumn 2 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u> -</p> <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow instructions with several parts or ideas.</li> </ul>	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from Autumn Term will also be worked on, discussed and revisited throughout the Spring Term. Please see Autumn 1 and Autumn 2 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Move with more fluency.</li> <li><input type="checkbox"/> Combine different movements with ease/ fluency.</li> </ul> <p><u>Taken from Statutory Framework/ELG's:</u> -</p> <p><b>TC:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PE—Move with Max (Under the Sea)</li> <li><input type="checkbox"/> (Work sensibly with others, taking turns and sharing equipment.</li> </ul>	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from Autumn Term will also be worked on, discussed and revisited throughout the Spring Term. Please see Autumn 1 and Autumn 2 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u> -</p> <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to show accuracy and care when drawing.</li> </ul> <p><b>TC:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to move the scissors forward when snipping.</li> </ul>
<b>Intent</b>	<p>Children feel confident and have quality back and forth interactions with adults and peers. Children are given extensive opportunities to use and embed new vocabulary and language structures.</p>	<p>Follow instructions with several parts accurately.</p>	<p>Move with ease and fluency.</p>	<p>Use fine motor skills to assist with drawing, cutting and creating.</p>



# Reception - Spring 1 MTP (Specific Areas)

Subject	Literacy Word Reading and Comprehension	Literacy Writing	Numeracy
<b>Subject content and skills to cover</b>	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from Autumn Term will also be worked on, discussed and revisited throughout the Spring Term. Please see Autumn 1 and Autumn 2 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u> -</p> <p><u>Taken from Statutory Framework/ELG's:</u> -</p> <p><u>TC:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Blend sounds to read words and be ready to read short ditty stories.</li> </ul>	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from Autumn Term will also be worked on, discussed and revisited throughout the Spring Term. Please see Autumn 1 and Autumn 2 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spell words by identifying the sounds then writing the letters.</li> </ul> <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about my ideas and the words I want to write.</li> </ul> <p><u>Taken from Read, Write, Inc. Progress Expectations:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write in a variety of different contexts and for different purposes in play e.g. shopping lists, labels etc.</li> </ul>	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from Autumn Term will also be worked on, discussed and revisited throughout the Spring Term. Please see Autumn 1 and Autumn 2 Medium Term Plans for more detail.</p> <p>In school, we follow the Maths: No Problem programme. The following objectives have been planned for to ensure a deep coverage of number and numerical patterns as well as exposing the children to shape, space and measure.</p> <p>Maths: No Problem are yet to release the termly overview for Spring Term. Please keep an eye out for more updates.</p>
<b>Intent</b>	<p>Develop secure grapheme phoneme correspondence and begin blending words independently.</p> <p>Children develop a love of reading and storytelling and are able to talk about familiar books using newly introduced vocabulary.</p>	<p>Develop secure grapheme phoneme correspondence and begin segmenting words and writing the correct letters of the sounds they can hear.</p> <p>Begin writing independently in provision for a purpose.</p>	<p>Children will develop mathematical language and vocabulary to be able to investigate, explain and reason with mathematical concepts.</p>

# Reception - Spring 1 MTP (Specific Areas)

Subject	Understanding the World	Expressive Art and Design
<b>Subject content and skills to cover</b>	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from Autumn Term will also be worked on, discussed and revisited throughout the Spring Term. Please see Autumn 1 and Autumn 2 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare photographs and life in the 50's to now.</li> <li><input type="checkbox"/> Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</li> </ul> <p><u>TC:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand their own age.</li> <li><input type="checkbox"/> Begin to show awareness that the world existed before they were born.</li> <li><input type="checkbox"/> Look at the life in the 50's and compare it with nowadays.</li> <li><input type="checkbox"/> Learn about the English royal family and the Queen of our country.</li> </ul>	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from Autumn Term will also be worked on, discussed and revisited throughout the Spring Term. Please see Autumn 1 and Autumn 2 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw with increasing complexity and detail</li> <li><input type="checkbox"/> Use drawing to represent ideas like movement or loud noises</li> <li><input type="checkbox"/> Show different emotions in their drawings and paintings</li> <li><input type="checkbox"/> Create their own songs, or improvise a song around one they know</li> </ul> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create collaboratively, sharing ideas, resources and skills</li> </ul> <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make use of props and materials when role playing characters in narratives and stories</li> <li><input type="checkbox"/> Sing a well-known range of songs</li> </ul>
<b>Intent</b>	Please see subject specific intent on the following page.	Please see subject specific intent on the following page.