



Reception - Spring 2 MTP (Subject Specific)

Subject	Science	Computing	His	Geography	Art	DT	Music	PE	RE	PSH CE
Subject content and skills to cover	<p>Spring</p> <p>Share books talking about changing seasons</p> <p>Observe changes in environment</p> <p>Talk about the changes in weather</p> <p>Make a chart to track the weather</p> <p>How do animals behave differently as the seasons change?</p> <p>Clothing changes to prepare for Spring</p>	<p>Simple City</p> <p>Use the slideshows in the Simple City resources to talk about what is happening in the photographs. This is great way to introduce some topics like the garden centre and talk about growth and change. Be able to stop and start the image slide show talking about what is happening in the image and what the people in the images are doing. Provide opportunities for the children to copy what is happening in the slide show.</p> <p>Use Simple City resources to encourage the hand eye coordination, by dragging and dropping different characters and objects to create different scenes</p>	-	<p>Africa</p> <p>Understand that Africa is a continent made up of lots of countries.</p> <p>Look/find the Africa on a map</p> <p>Look at the South African flag and other flags from Africa e.g. Egypt, Nigeria, Ghana</p> <p>Discuss Africa's climate.</p> <p>Discuss some of the animals you might find living in Africa.</p> <p>Explore African culture (music, food, clothing, schooling, travelling).</p> <p>Begin to understand and respect that there are different cultures in the world.</p>	<p>Exposure to artists—Klimt (Tree of Life)</p> <p>Look at work by Gustav Klimt</p> <p>Discuss how Klimt's pieces make us feel</p> <p>Explore different types of patterns and shapes</p> <p>Create a piece of work inspired by Gustav Klimt.</p> <p>Creating—Silhouettes</p> <p>Explore shadows and what a silhouette is</p> <p>Look at different pieces of work that contain silhouettes (African horizon/sunset).</p> <p>Explore how to make black silhouettes (oil pastel, card, paper, tissue paper, paint etc.)</p> <p>Create own silhouette picture inspired by Africa.</p> <p>Art exploration—Oil pastel</p> <p>Use natural resources collected when out on Spring walk to create texture rubbings with oil pastel</p>	<p>African Instruments</p> <p>Listen to African music and rainforest sounds</p> <p>Explore sense of hearing, pitch and volume—quiet/loud, high/low</p> <p>Explore percussion instruments and compare to traditional African instruments (djembe, shakere, balafon, agogo).</p> <p>Design own instrument inspired by African music and instruments</p> <p>Decide on materials needed to make instrument</p> <p>Select and use tools and resources carefully and accurately</p> <p>Review product at the end—is it fit for purpose? Would you change/adapt/improve anything?</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>Jumping and moving</p> <p>To perform different jumps</p> <p>To sequence movements (a run and a jump)</p> <p>To jump on and off apparatus</p> <p>To be able to land safely</p> <p>To intercept a ball</p> <p>To travel in a range of different ways</p> <p>To roll a ball towards a target</p> <p>To bounce a ball</p> <p>To negotiate space and alter movements</p> <p>To handle equipment safely and effectively</p>	<p>Easter</p> <p>Understand there are different types of celebrations</p> <p>Understand people all around the world will be celebrating Easter</p> <p>Know that Easter is special to Christians and the main reason for this is the Easter Story</p> <p>Take a trip to church or a visit from Reverend to talk about the Easter Story and how Christians prepare for/celebrate Easter (go to church, lent)</p> <p>Look at other things people do at Easter time (give eggs, pick flowers) and understand that people from different countries all have their own special traditions</p> <p>CBeebies video—Let's celebrate Easter</p> <p>Create Easter cards and crafts</p> <p>Islamic Celebrations</p> <p>Understand there are different types of celebrations</p> <p>Understand people all around the world will be celebrating Eid-al-Fitr</p> <p>Know that Eid-al-Fitr is special to Muslims and the main reason for this is the ending of Ramadan</p> <p>Look at other things people do to celebrate Eid-al-Fitr (decorate, Mendhi, visiting family,</p> <p>CBeebies video—Let's celebrate Eid</p>	-
Intent	<p>Observe seasonal change and make comments on growth and change over time.</p>	<p>Explore Mini Mash</p> <p>Encourage the hand eye coordination.</p>	-	<p>Africa is a continent made up of lots of countries. Explore Africa (culture, climate, animals).</p>	<p>Explore pastels and colour to create silhouette art.</p>	<p>Make an instrument inspired by African music and musical instruments.</p>	<p>Enjoy, create and move to music. Perform well known songs and rhymes.</p>	<p>Explore jumping and sequencing of movements.</p>	<p>Know that Christians celebrate the rebirth of Jesus at Easter.</p> <p>Introduction to Islamic celebrations (Eid, Ramadan) and what they mean for Muslims.</p> <p>Celebrate and value cultural, religious and community events.</p>	-



Reception - Spring 2 MTP (Prime Areas)

Subject	Communication and Language	PSE Development	Physical Development Gross motor	Physical Development Fine motor
Subject content and skills to cover	<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>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <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. <input type="checkbox"/> Make comments about what they have heard and ask questions to clarify their understanding. <input type="checkbox"/> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary <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. <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. 	<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 the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn 1, Autumn 2 and Spring 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <p>-</p> <p><u>Taken from Development Matters (4-5):</u></p> <p>-</p> <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Set and work towards simple goals. 	<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 the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn 1, Autumn 2 and Spring 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <p>-</p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop confidence in ball skills—throwing, catching, kicking, passing, aiming, rolling. <p><u>Taken from Statutory Framework/ELG's:</u></p> <p>-</p> <p>TC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PE—Move with Max (Under the Sea) <input type="checkbox"/> Experiment with direction and speed whilst negotiating space. 	<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 the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn 1, Autumn 2 and Spring 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <p>-</p> <p><u>Taken from Development Matters (4-5):</u></p> <p>-</p> <p><u>Taken from Statutory Framework/ELG's:</u></p> <p>-</p> <p>TC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confidently write first and surname. <input type="checkbox"/> Begin to cut around curved lines, circle shapes and complex shapes.
Intent	<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>Set simple goals and independently work towards them.</p>	<p>Negotiate space successfully whilst experimenting with direction and speed. Develop early ball skills, moving from larger balls to smaller.</p>	<p>Use fine motor skills to assist with complex cutting and creating.</p>



Reception - Spring 2 MTP (Specific Areas)

Subject	Literacy Word Reading and Comprehension	Literacy Writing	Numeracy
Subject content and skills to cover	<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 the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn 1, Autumn 2 and Spring 1 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"> <input type="checkbox"/> Read a few common exception words. <p><u>Taken from Statutory Framework/ELG's:</u> -</p> <p><u>Taken from Read, Write, Inc. Progress Expectations:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read ditty and be ready for red storybooks. 	<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 the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn 1, Autumn 2 and Spring 1 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"> <input type="checkbox"/> Write short sentences with words with known sound-letter correspondences. <input type="checkbox"/> Re read writing to check it makes sense. <p><u>Taken from Statutory Framework/ELG's:</u> -</p>	<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 the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn 1, Autumn 2 and Spring 1 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.</p>
Intent	<p>Confidently 'Fred in your Head' to allow reading of simple sentences that contain red words.</p> <p>Children develop a love of reading and storytelling and are able to talk about familiar books using newly introduced vocabulary.</p>	<p>Children are able to write short captions using finger spaces.</p>	<p>Children will develop mathematical language and vocabulary to be able to investigate, explain and reason with mathematical concepts.</p>



Reception - Spring 2 MTP (Specific Areas)

Subject	Understanding the World	Expressive Art and Design
Subject content and skills to cover	<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 the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn 1, Autumn 2 and Spring 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop positive attitudes about the differences between people <input type="checkbox"/> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise some environments that are different to the one in which they live <input type="checkbox"/> Understand the effect of changing seasons on the natural world around them <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate - maps <input type="checkbox"/> Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. <input type="checkbox"/> Make observations and draw pictures of animals and plants <input type="checkbox"/> Explore similarities and differences between the natural world around them and some contrasting environments 	<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 the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn 1, Autumn 2 and Spring 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Play instruments with increasing control to express feelings or ideas <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively, move to and talk about music, expressing their feelings and responses <input type="checkbox"/> Watch and talk about dance and performance art, expressing their feelings and responses <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Share their creations, explaining the process they have used <input type="checkbox"/> Invent, adapt and recount narratives and stories with their peers and teachers
Intent	Please see subject specific intent on the following page.	Please see subject specific intent on the following page.