

EYFS – Reception

<b>Reception</b> Jade and Emerald	Term 4 Spring 2	Enquiry Theme	It's a Bug's Life!		
		Enquiry Question	How do minibeasts help our garden?		
Role play	Inside	Gardening Centre		Outside	Garden shed

Throughout all learning, the Reception Team will ensure activities and interactions which support the <b>Characteristics of Learning:</b>			<b>Playing and exploring</b> – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ <b>Active learning</b> – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do <b>Creating and thinking critically</b> – thinking ; Having their own ideas; Making links; Choosing ways to do things				
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	
<b>Personal, Social and Emotional Development (PSED)</b> <b>Self-Regulation</b> Show resilience and perseverance in the face of challenge. <b>ELG: Managing Self</b> Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. <b>ELG: Building Relationships</b> Build constructive and respectful relationships.	<b>Self-Regulation</b> Identify that others have a different opinion	<b>Self-Regulation</b> Identify that others have a different opinion	<b>Self-Regulation</b> Begin to talk to others to solve conflicts	<b>Self-Regulation</b> Begin to suggest solutions to conflicts	<b>Self-Regulation</b> Show resilience and perseverance in the face of challenge.	<b>Self-Regulation</b> Show resilience and perseverance in the face of challenge.	
	<b>ELG: Managing Self</b> Begin to see themselves as a valuable individual who is able to manage their own needs independently.	<b>ELG: Managing Self</b> Begin to see themselves as a valuable individual who is able to manage their own needs independently.	<b>ELG: Managing Self</b> Begin to identify resources and activities to help them to achieve their goal.	<b>ELG: Managing Self</b> Begin to identify resources and activities to help them to achieve their goal.	<b>ELG: Managing Self</b> Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene.	<b>ELG: Managing Self</b> Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene.	
	<b>ELG: Building Relationships</b> Continue to develop their recognition of their feelings and consider the feelings of others. ZoR	<b>ELG: Building Relationships</b> Continue to develop their recognition of their feelings and consider the feelings of others. ZoR	<b>ELG: Building Relationships</b> Continue to develop their recognition of their feelings and consider the feelings of others. ZoR	<b>ELG: Building Relationships</b> Continue to build on their conflict resolution skills with some adult support.	<b>ELG: Building Relationships</b> Developing confidence in building constructive and respectful relationships.	<b>ELG: Building Relationships</b> Developing confidence in building constructive and respectful relationships.	
<b>Physical Development (PD)</b>	<b>Fine</b> Use a comfortable grip, good control forming	<b>Fine</b> Use a comfortable grip, good control	<b>Fine</b> Use a comfortable grip, good control	<b>Fine</b> Use a comfortable grip, good control forming	<b>Fine</b> Develop the foundations of a handwriting style	<b>Fine</b> Develop the foundations of a handwriting style	

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<p><b>Fine</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>Gross</b> Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	legible letters and numbers. Begin to use scissors with control	forming legible letters and numbers. Begin to use scissors with control	forming legible letters and numbers. Begin to use scissors with control	legible letters and numbers. Begin to use scissors with control	which is fast, accurate and efficient.	which is fast, accurate and efficient.		
	<b>Gross</b> Develop overall body strength, coordination, balance and agility.	<b>Gross</b> Develop overall body strength, coordination, balance and agility.	<b>Gross</b> Develop overall body strength, coordination, balance and agility.	<b>Gross</b> Know and talk about different factors that support their overall health and wellbeing.	<b>Gross</b> Know and talk about different factors that support their overall health and wellbeing.	<b>Gross</b> Know and talk about different factors that support their overall health and wellbeing.	<b>Gross</b> Know and talk about different factors that support their overall health and wellbeing.	
<p><b>Communication and Language (CL)</b></p> <p><b>Listening, Attention and Understanding</b> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Speaking</b> Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<b>Listening, Attention and Understanding</b> Engage in story times. Ask and answer questions about books shared in class.	<b>Listening, Attention and Understanding</b> Engage in story times. Ask and answer questions about books shared in class.	<b>Listening, Attention and Understanding</b> Engage in story times. Ask and answer questions about books shared in class.	<b>Listening, Attention and Understanding</b> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<b>Listening, Attention and Understanding</b> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<b>Listening, Attention and Understanding</b> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
	<b>Speaking</b> Beginning to describe events in some detail using full sentences.	<b>Speaking</b> Describing events in some detail, using full sentences.	<b>Speaking</b> Describing events in some detail, full sentences and starting to use new vocabulary.	<b>Speaking</b> Describing events in some detail, full sentences and starting to use new vocabulary.	<b>Speaking</b> Describing events in some detail, full sentences and gaining confidence in using new vocabulary.	<b>Speaking</b> Describing events in some detail, full sentences and gaining confidence in using new vocabulary.	<b>Speaking</b> Describing events in some detail, full sentences and gaining confidence in using new vocabulary.	
<p><b>Literacy</b></p> <p><b>Word reading</b> Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment.</p> <p><b>Comprehension</b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Writing</b> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<b>Texts:</b> The Little Red Hen, The Very Hungry Caterpillar, What the Ladybird Heard, <a href="#">Farmer Duck</a> , <a href="#">Handa's Surprise</a>							
	<b>Word reading</b> Identifying and using tricky and high frequency words	<b>Word reading</b> Identifying and using tricky and high frequency words	<b>Word reading</b> Identifying and using tricky words – identifying diagraphs	<b>Word reading</b> Identifying and using tricky words / identifying diagraphs	<b>Word reading</b> Identifying and using tricky words / identifying diagraphs	<b>Word reading</b> Identifying and using tricky words / identifying diagraphs	<b>Word reading</b> Identifying and using tricky words / identifying diagraphs	
	<b>Phonics</b> Letters and Sounds- Phase 2/3	<b>Phonics</b> Letters and Sounds- Phase 2/3	<b>Phonics</b> Letters and Sounds- Phase 2/3	<b>Phonics</b> Letters and Sounds- Phase 2/3	<b>Phonics</b> Letters and Sounds- Phase 2/3	<b>Phonics</b> Letters and Sounds- Phase 2/3	<b>Phonics</b> Letters and Sounds- Phase 2/3	
<b>Comprehension</b> Use vocabulary and forms of speech that are increasingly	<b>Comprehension</b> Use vocabulary and forms of speech that are increasingly	<b>Comprehension</b> Use vocabulary and forms of speech that are increasingly	<b>Comprehension</b> Use vocabulary and forms of speech that are increasingly	<b>Comprehension</b> Use vocabulary and forms of speech that are increasingly	<b>Comprehension</b> Use vocabulary and forms of speech that are increasingly	<b>Comprehension</b> Use vocabulary and forms of speech that are increasingly		

	influenced by their range of books.	influenced by their range of books. Identifying patterns within books – how do they start?	influenced by their range of books.	influenced by their range of books.	influenced by their range of books.	influenced by their range of books.	
	<b>Writing</b> World Book Day Week Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.	<b>Writing</b> The Little Red Hen Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.	<b>Writing</b> The Little Red Hen Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.	<b>Writing</b> What the Ladybird heard Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.	<b>Writing</b> What the Ladybird heard Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.	<b>Writing</b> What the Ladybird heard Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.	<b>Writing</b> What the Ladybird heard Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters.
<p><b>Mathematics</b></p> <p><b>Number</b> Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.</p> <p><b>Numerical Patterns</b> Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10</p> <p>Positional language: describe a familiar route, using words such as 'in front of' and 'behind'.</p> <p>Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10.</p> <p>Talk about patterns in environment and continue copy and create repeating patterns.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.</p>	<p>Addition and Subtraction- numbers to 5 Number and Place Value- numbers to 10 Addition and Subtraction- Addition to 10 Geometry- Shape and space</p>						
	<p><b>Number</b> 9 and 10</p> <p>Counting principles to count forwards and backwards to 10 and to represent 9 and 10 in different ways and order them.</p> <p>Count out the required number from a larger group. Arrange 9 and 10 into smaller groups to support subitising</p>	<p><b>Number</b> Bonds to 10</p> <p>Explore numbers bonds to 10 using real objects in different contexts</p> <p>Find pairs of numbers that total ten using the tens frame</p> <p>Identify different pairs of numbers that make 10 by moving objects between parts</p> <p>Use a variety of representations to demonstrate knowledge of bonds to 10 (fingers, number shapes, bead string etc)</p> <p>Use part-whole model to represent number bonds to 10</p> <p>Understand that parts and whole can be represented in different ways (10 not always on top)</p>	<p><b>Number</b> Bonds to 10 / Consolidation Part whole model.</p> <p>Use part-whole model to represent number bonds to 10</p> <p>Understand that parts and whole can be represented in different ways (10 not always on top)</p>				
	<b>Numerical Patterns</b>	<b>Numerical Patterns</b> Revise 2D and 3D shapes and their properties.	<b>Numerical Patterns</b> Patterns in the environment such as spots, stripes and being able to describe them. Create				

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	Talk about and explore 2D and 3D shapes using informal and mathematical language. Combine shapes to make different ones and use mathematical language to describe the features of the new shape.		describing features of each shape, matching, building (including composing and decomposing shapes to show how they can be made up of smaller shapes).		ABAB patterns and sequence events including the language of first, second, third..		
<p><b>Understanding the World</b></p> <p><b>Past and Present</b> Compare and contrast characters from stories including figures from the past.</p> <p><b>People, Culture and Communities</b> . Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>The Natural World</b> Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.</p>	<p><b>Past and Present</b> Pancake Day. Exploring the original meaning behind Pancake Day and what it represented to Christian people.</p>	<p><b>Past and Present</b> Baking bread. How it used to be made in the past and comparing to how it is made now. Are there any similarities in how it is made?</p>	<p><b>Past and Present</b> Looking at how St Patricks Day was celebrated in the past and how the event is celebrated in current times. What has changed?</p>	<p><b>Past and Present</b> How farming has changed over the past 50 years? Is it easier to be a farmer now. Why?</p>	<p><b>Past and Present</b> How farming machinery has changed over the past 50 years? What would a farm in the future look like?</p>	<p><b>Past and Present</b> Easter celebrations over time. How have the celebrations changed for people who celebrate this seasonal event?</p>	
	<p><b>People, Culture and Communities</b> Pancake Day. Why do people celebrate Pancake Day? What special time does it mark the start of for Christians?</p>	<p><b>People, Culture and Communities</b> Farming in different countries around the world. Looking for clues in pictures to help match the farmers to parts of the world.</p>	<p><b>People, Culture and Communities</b> How do Irish people celebrate St Patrick's Day. How do these celebrations compare with other special occasions that children are familiar with.</p>	<p><b>People, Culture and Communities</b> Mother's Day. Exploring different ways that people celebrate mothers day. Do all communities celebrate in the same way?</p>	<p><b>People, Culture and Communities</b> Ramadan. How do Muslim people celebrate Ramadan. Children invited to share own experiences. Compare and contrast with other known festivals.</p>	<p><b>People, Culture and Communities</b> Ramadan. Where do Muslim people go to worship? Compare this to other places of worship that children are aware of.</p>	
	<p><b>The Natural World</b> What is a life cycle? Explore the lifecycle of a butterfly. What does the caterpillar need to grow into a butterfly?</p>	<p><b>The Natural World</b> Life cycle of chickens. Live eggs to arrive in school. Children to observe and describe what they see. What do the eggs need to hatch?</p>	<p><b>The Natural World</b> Life cycle of chickens Children to observe and describe the changes in the chicks as they hatch? What do the chicks need to survive?</p>	<p><b>The Natural World</b> Minibeast Factfiles What marvellous minibeasts may we find in our gardens? Identify and look for common features. What do they bring to our gardens? Focus: Children choose minibeast to learn about.</p>	<p><b>The Natural World</b> Minibeast Factfiles What marvellous minibeasts may we find in our gardens? Identify and look for common features. What do they bring to our gardens? Focus: Children choose minibeast to learn about</p>	<p><b>The Natural World</b> Minibeast Factfiles What marvellous minibeasts may we find in our gardens? Identify and look for common features. What do they bring to our gardens? Focus: Children choose minibeast to learn about.</p>	
	<b>Creating with Materials</b>	<b>Creating with Materials</b>	<b>Creating with Materials</b>	<b>Creating with Materials</b> Mothers Day	<b>Creating with Materials</b>	<b>Creating with Materials</b>	

<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b> Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play.</p> <p><b>Being Imaginative and Expressive</b> Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Collage of Little Red Hen – select materials and colours to use to represent the Little Red Hen and other characters from the story.</p>	<p>Aboriginal art: Discuss the patterns and colours that the children can see. Apply this style of art to minibeast templates.</p>	<p>Design and build a bug hotel. Collaborative work in small groups. Children to choose resources to make their bug hotel and consider how to assemble it.</p>	<p>Creating Mothers Day cards/tokens to send to women who are special to the children.</p>	<p>Create bug masks. Choose materials to use to represent different minibeasts. What can they use to represent markings of various minibeasts?</p>	<p>Easter Bonnets. The children will be invited to design Easter bonnets or baskets for our Easter Parade. What materials will they choose and how will they attach these to the hat/basket?</p>	
	<p><b>Being Imaginative and Expressive</b> Dancing along to a selection of minibeast songs. Explore the different types of moves that the children create for various minibeasts. Will they use the same moves for a worm as for a butterfly? Why?</p>	<p><b>Being Imaginative and Expressive</b> Dancing along to a selection of minibeast songs. Explore the different types of moves that the children create for various minibeasts. Children to perform in small groups and class to guess which minibeast they are representing with their moves.</p>	<p><b>Being Imaginative and Expressive</b> Irish Dancing. In preparation for St Patricks Day, the children will be introduced to Irish Dancing and be given the opportunity to join in and explore moving and dancing to traditional Irish music.</p>	<p><b>Being Imaginative and Expressive</b> Sign Language: Using sign language to perform a song. Children to be introduced to BSL actions to accompany words. How do they feel being able to communicate in a different way?</p>	<p><b>Being Imaginative and Expressive</b> Sign Language: Continue to rehearse song using sign language. Discuss what it feels like to be able to perform a song using actions.</p>	<p><b>Being Imaginative and Expressive</b> Dancing along to a selection of minibeast songs. Explore the different types of moves that the children create for various minibeasts. Will they use the same moves for a worm as for a butterfly? Why?</p>	
<b>Specific progression subjects for school curriculum continuation</b>							
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	
<b>Music</b>							
<p><b>Computing</b></p> <p>Technology:</p> <ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools</li> <li>They select and use technology for particular purposes</li> </ul>	<p>Beebots – using positional language and a simple program to direct the Beebots.</p>	<p>Unit 13 We are digital readers Choosing and opening applications and engaging with digital texts</p>	<p>Unit 14 We can email Understand that we use email as a means of communication</p>	<p>Unit 15 We can blog Communicating with digital text</p>	<p>Unit 16 We can count Program the programmable toy to move forwards and backwards</p>	<p>Unit 17 We are designers Controlling a remote controlled toy</p>	
<b>PE</b>	<p>U-Sports: OAA (Outdoor Activities and Team Building) Invasion Games (Hockey Focused)</p>						

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<p><b>RE</b> Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity</p>	<p><b>Signs of Spring</b> Walk around the grounds, how has environment changed, plant some seeds</p>	<p><b>Spring into Life</b> Spring is the season of new life. Pictures of baby animals – what will they grow into. Lifecycle of butterfly/frog etc</p>	<p><b>Easter (Christian Celebration)</b> What do you know about Easter? What makes it special? Who is Easter Special for? Who celebrates and how?</p>	<p><b>Easter part 2 (Christian Celebration)</b> Easter story beginning with Jesus entering Jerusalem on a donkey.</p>	<p><b>Easter part 3</b> Easter story from where Jesus is praying in the Garden of Gethsemane. What do the children think he is praying for?</p>	<p><b>Easter part 4</b> Easter story where Jesus is placed on the cross and the symbolism. Show the different symbols of Easter. Miracles, forgiveness and new beginning.</p>	
<p>PSHE and Citizenship  Jigsaw- Healthy Me</p>	<p><b>Everybody's Body</b> I have made a healthy choice I understand that I need to exercise to keep my body healthy</p>	<p><b>We like to move it, move it</b> I understand how moving and resting are good for my body</p>	<p><b>Food glorious food</b> I know which foods are healthy and not so healthy and can make healthy eating choices.</p>	<p><b>Sweet dreams</b> I know how to help myself go to sleep and understand why sleep is good for me.</p>	<p><b>Keeping clean</b> I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p>	<p><b>Stranger danger</b> I know what a stranger is and how to stay safe if a stranger approaches me.</p>	
<p>MfL <i>Spanish</i>  Language Angels- Little Red Riding Hood- parts of the body</p>	<p><b>Numbers to 10</b> Revise numbers 1 to 5 and move on to numbers 6 to 10.</p>	<p><b>Numbers to 10</b> Revise numbers 1 to 5 and move on to numbers 6 to 10.</p>	<p><b>Colours</b> Introduction to 5 colours.</p>	<p><b>Colours</b> Revise colours from previous week and introduce 3 more colours.</p>	<p><b>Colours</b> Revise colours from previous weeks and add 2 more colours.</p>	<p><b>Colours and numbers to 10.</b> Consolidation of numbers to 10 and colours taught so far.</p>	
<p>Visitors</p>	<p>Community Police visit / Dental nurse or hygienist.</p>						
<p>Visits</p>	<p>Minibeast Hunt- local</p>						
<p>REAch2's 11 before 11 Promises</p>	<p><b>Wildlife Warrior</b></p> 						