Medium Term Planning for: Reception Owls Spring 1 2022-23

	Week 1 5.1.23 (2 days)	Week 2 9.1.23	Week 3 16.1.23	Week 4 23.1.23	Week 5 30.1.23	Week 6 6.2.23
Main text area.	Revise class rules and set expectations. What a wonderful world text.	Dear Greenpeace. Finding out about whales through the letters.	Dear Greenpeace How to write a letter. To and From.	Dear Greenpeace letter writing about another animal in our wonderful world.	Spring poetry	Spring poetry
Communication and language focus.	**L.A.U.** 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 interactions. **Speak** Express their ideas and feelings about their experiences using full sentences.				**L.A.U.** Make comments about what they have heard and ask questions to clarify their understanding. **Speak** Make use of vocabulary from rhymes and poems.	
Personal social and emotional development	**Self regulation** Give focused attention to what the teacher says, responding appropriately even when engaged in activity, **Managing self** Explain the reasons for rules. **Building relationships** Form positive attachments to adults.		**Self regulation** Set and work towards simple goals, **Managing self** Be confident to try new activities **Building relationships** Show sensitivity to their own and to others needs.		**Self regulation** Show an ability to follow instructions involving several ideas or actions. **Managing self** Know right from wrong and try to behave accordingly. **Building relationships** Show sensitivity to their own and to others needs.	
Physical development	**Gross motor skills** Negotiate space and obstacles safely, with consideration for others. **Fine motor skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;				**Gross motor skills** Through forest school work. Demonstrate strength, balance and coordination when playing. **Fine motor skills** Use a range of small tools including paint brushes.	
Literacy	**Comprehension** retelling stories and narratives using their own words and recently introduced vocabulary **Word reading** Read words by sound blending with taught phonemes. **Writing** Write some recognisable letters.				**Comprehension** Use and understand new vocabulary from a poetry text during role play. **Word reading** Read words by sound blending with taught phonemes. **Writing** Write some recognisable letters.	
Maths	**Number** Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5.				**Number** Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
Understanding the world.	**Past and present** Talk about the lives of the people around them and their roles in society; recycling and how to help the environment. **People, culture and communities** Describe their immediate environment using knowledge from observation, using forest school sessions. **The natural world** Explore the natural world around them, making observations and drawing pictures of animals and plants;					
Expressive arts and design	**Creating with materials** Make use of props and materials when role playing – endangered animals and environments. **Being imaginative and expressive**		**Creating with materials** Share their creations, explaining the process they have used; **Being imaginative and expressive** Sing a range of well-known nursery rhymes and songs;		**Creating with materials** Explore with a variety of materials – natural collage. **Being imaginative and expressive** Perform poems with others.	