

Christ Church School – Reception Long Term Planning – Spring Term

<u>Possible Topics</u>		Spring 1		Spring 2	
The Gingerbread Man, Goldilocks and the Three Bears, Little Red Riding Hood, The Three Billy Goats Gruff, The Three Little Pigs, Chinese New Year, Jack and the Beanstalk, Spring, Easter, Growing					
Communication and Language	Whole EYFS Focus C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W, EYFS productions, assemblies and weekly interventions.	Explaining Why Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.		Talking It Through Describe events in detail –time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it?” Sustained focus when listening to a story	
	Whole EYFS Focus PSE is developed throughout the year through high quality interactions, focussed teaching daily discussions, building constructive and respectful relationships, expressing and exploring emotions.	Jigsaw – Dreams and Goals -Stay motivated when doing something challenging -Keep trying even when it is difficult -Work well with a partner or in a group -Have a positive attitude -Help others to achieve their goals -Work hard to achieve own dreams and goals		Jigsaw – Healthy Me -Have made a healthy choice -Have eaten a healthy balanced diet -Have been physically active -Have tried to keep myself and others safe -Know how to be a good friend and enjoy healthy friendships -Know how to keep calm and deal with difficult situations	
Physical Development		Gross Motor Get Set 4 PE – Fundamentals – Unit 2 -To develop balancing. -To develop running and stopping. -To develop changing direction. -To develop jumping. -To develop hopping. -To explore different ways to travel using equipment.	Fine Motor Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Button Clothing Cut with Scissors Develop small motor skills so that children can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Gross Motor Get Set 4 PE – Dance – Unit 2 -To use counting to help to stay in time with the music. -To copy and create different actions -To be able to move safely with confidence and imagination. -To express and communicate ideas through movement -To explore movement using a prop. -To move with control and coordination. -To copy and repeat actions, linking them together. -To remember and repeat actions. -To explore body actions, pathways, and shapes.	Fine Motor Hold pencil effectively with comfortable grip Form recognisable letters most correctly Formed • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Literacy		Phonics – Phase 2 Consolidation/ Phase 3 Week 1 - Phase 2 Consolidation Week 2 - Phase 2 Consolidation Week 3 - Phase 2 Consolidation Week 4 - j, v, w, x Week 5 - y, z, zz, qu, ch Week 6 - sh, th, th, ng		Narrative – Traditional Tales -The Gingerbread Man -Goldilocks and the Three Bears -Little Red Riding Hood -The Three Billy Goats Gruff -The Three Little Pigs -Jack and the Beanstalk		Phonics – Phase 3 Week 1 - ai, ee, igh, oa Week 2 - oo, oo, ar, or Week 3 - ur, ow, oi, ear Week 4 - air, ure, er Week 5 - Revision Week 6 - Revision		Non- Fiction -Eatser -Spring -Growing	
Mathematics	Whole school Focus Maths Mastery Approach White Rose Our EYFS Ethos is embedded in the characteristics of effective learning and seeks to support children’s development through high quality environments and meaningful interactions.	Alive in 5! Number - Introducing zero - Comparing numbers to 5 - Composition of 4 and 5 Measures, Shape and Spatial Thinking - Compare Mass (2) - Compare capacity (2)		Growing 6,7,8 Number - 6,7 & 8 - Making pairs - Combining 2 Groups Measures, Shape and Spatial Thinking - Length and height - Time		Building 9 & 10 Number - 9 & 10 - Building numbers to 10 - Bonds to 10 Measures, Shape and Spatial Thinking - 3D shape - Pattern (2)		Consolidation	
Understanding of the World		The Natural World -Materials • Explore the natural world around them • Describe what they see, hear and feel whilst outside.	Past and Present Traditional Tales	People, Culture and Communities - Special places. Why? • Understand that some places are special to members of their community. - Creation - Chinese New Year	The Natural World -New Life -Living things -Life cycles -Signs of spring -Science Week - Understand the effect of changing seasons on the natural world around them.	Past and Present -St David’s Day -St Patricks Day -St George’s Day	People, Culture and Communities - Special times. Why? -Mother’s Day - Shrove Tuesday - Lent -Easter		
Expressive Arts and Design		Being Imaginative and Expressive MUSIC - Charanga – Everyone! - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments - Singing and learning to play instruments within a song - Share and perform the learning that has taken place		Creating with Materials Puppet making - Chinese dragon Paper lanterns Sculpture – bridge building Material – building 3 pigs houses Looking at work from various artists – cherry blossom artwork		Being Imaginative and Expressive MUSIC - Charanga – Our World - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments - Singing and learning to play instruments within a song - Share and perform the learning that has taken place		Creating with Materials Easter bonnets Easter cards Mother’s Day cards Collage - spring Looking at work from various artists	