
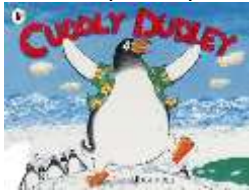


# Saint Mary's Catholic Primary Academy

## Reception Medium Term Plan

### Lent 1 – We're going on an animal hunt

	1/1/24	8/1/24	15/1/24	22/1/24	29/1/24	5/2/24	
<b>Significant events</b>	Half week Hook/learning environment activities Epiphany 6 <sup>th</sup> (RE)	RSPB bird watching week – Daily bird watch in large construction bird watching hide, bird feeders	4 day week	Australia day 26 <sup>th</sup> – Australian art	National story telling week – Story telling role play area NSPCC Number day 2 <sup>nd</sup> – Day focus on number	Safer internet day 6 <sup>th</sup> – stories, looking at tech, talking about safe use	
<b>Seasonal changes</b>	Weather watch	Birds	Exploring ice	Weather watch	Habitats	Has it snowed?	
<b>Nursery Rhymes</b>	One, Two Buckle my shoe	Sing a Song of Sixpence	Old King Cole	ABC song	This Old Man	There was an old woman who swallowed a fly...	
<b>Book Focus</b>	Were going on a bear hunt 	Were going on a bear hunt 	all about animals in winter 	robins winter song 	the Gruffalo' child 	cuddly dudley 	
<b>Vocabulary</b>	Hibernation, sleep, long sleep, winter, cold, snow, ice, icicle, slush, freeze, frozen, camouflage, melting, artic, polar, freezing, frost, frosty,						
<b>CL</b>	To know and a whole story and comment on what is happening.	To know and a whole story and comment on what is happening.  To be able to answer question about a story.	To know that non-fiction texts develop new knowledge and vocabulary.  To be able to recall some facts	To know that listening to stories builds familiarity and understanding.  To be able to retell the events in a story.	To know what a conversation is.  To be able to respond to other children's opinions.	To know about family routines and special occasions.  To be able to act out family roles.	

	To be able to answer question about a story.		from a non-fiction text.				
<b>PSED</b>	<p>To know there are boundaries set and be aware of behavioural expectations in the class.</p> <p>To be able to manage my own behavior following the classroom rules.</p>	<p>To know there are boundaries set and be aware of behavioural expectations in the class.</p> <p>To be able to manage my own behavior following the classroom rules.</p>	<p>To know it is important to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children</p> <p>To be able to play as part of group using talk to express ideas.</p>	<p>To know that I can value praise for what I have done.</p> <p>To be able to feel proud about my work.</p>	<p>To know that I can solve problems without aggression, e.g. when someone has taken my toy.</p> <p>To be able to start negotiating with support.</p>	<p>To know positive words to describe myself and talk about my abilities.</p> <p>To be able to talk about the things I am good at.</p>	
<b>PD Gross Motor</b>	<p>To know that I confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To be able to move safely across outdoor and indoor apparatus.</p>	<p>To know that I confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To be able to move safely across outdoor and indoor apparatus.</p>	<p>To know that it is important to sit with good posture at a table and on the floor.</p> <p>To be able to sit correctly at the table.</p>	<p>To know that it is important to sit with good posture at a table and on the floor.</p> <p>To be able to sit correctly at the table.</p>	<p>To know it is important to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>To be able to use bikes, scooters and feet to move around the outdoor area keeping everyone safe.</p>	<p>To know it is important to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>To be able to use bikes, scooters and feet to move around the outdoor area keeping everyone safe.</p>	
<b>PD Fine Motor</b>	To know that I am developing my fine motor skills so that I can use a	To know that I am developing my fine motor skills so that I can use a range of	To know that I am developing my fine motor skills so that I can use a	To know that I am developing my fine motor skills so that I can use a range of	To know that I am developing my fine motor skills so that I can use a range of tools	To know that I am developing my fine motor skills so that I can use a range of	

	<p>range of tools competently, safely and confidently.</p> <p>To be able to use a range of tool to make marks that develop into pictures and words. (Sticks)</p>	<p>tools competently, safely and confidently.</p> <p>To be able to use a range of tool to make marks that develop into pictures and words. (spoons)</p>	<p>range of tools competently, safely and confidently.</p> <p>To be able to use a range of tool to make marks that develop into pictures and words. (forks)</p>	<p>tools competently, safely and confidently.</p> <p>To be able to use a range of tool to make marks that develop into pictures and words. (Paint brushes)</p>	<p>competently, safely and confidently.</p> <p>To be able to use a range of tool to make marks that develop into pictures and words. (Pencils)</p>	<p>tools competently, safely and confidently.</p> <p>To be able to use a range of tool to make marks that develop into pictures and words. (Pencils)</p>	
<b>L Writing</b>	<p>To know what lower-case and capital letters look like when formed correctly.</p> <p>To be able to write known letters correctly starting and finishing at the correct points.</p>	<p>To know what lower-case and capital letters look like when formed correctly.</p> <p>To be able to write known letters correctly starting and finishing at the correct points and sitting on the line correctly.</p>	<p>To know the spelling of words by identifying all the sounds and then writing the sound</p> <p>To be able to write simple words matching my phonics ability.</p>	<p>To know the spelling of words by identifying all the sounds and then writing the sound</p> <p>To be able to write simple words matching my phonics ability.</p>	<p>To know that I can read my words back using fred talk.</p> <p>To be able to use my phonics to read my writing back.</p>	<p>To know that I can read my words back using fred talk.</p> <p>To be able to use my phonics to read my writing back and check my spelling.</p>	
<b>L Comprehension and word reading</b>	<p>To know the first 6 common exception words matched to the school's phonic (the, to, I, go, no &amp; into). (From advent term)</p> <p>To be able to recognise and read the, to, I, go, no and into</p>	<p>To know the first 6 common exception words matched to the school's phonic programme for phase 2 (the, to, I, go, no &amp; into). (From advent term)</p> <p>To be able to recognise and read the, to, I, go, no and into</p>	<p>To know sounds can be blended into words.</p> <p>To be able to read words that match my phonics ability.</p>	<p>To know sounds can be blended into words.</p> <p>To be able to read words that match my phonics ability.</p>	<p>To know the next 12 common exception words matched to the school's phonic programme (we, me, be, she, he, or, are, you, my, was, her and they).</p> <p>To be able to recognise and read we, me, be, she, he, or, are, you. My, was, her and they.</p>	<p>To know the next 12 common exception words matched to the school's phonic programme (we, me, be, she, he, or, are, you, my, was, her and they).</p> <p>To be able to recognise and read we, me, be, she, he, or, are, you. My, was, her and they.</p>	

<b>M</b>		To know the number 0  To be able to find subitise and represent 0 – 5.	To know numbers 0 – 5  To be able to find one more and one less within 5.	To know more about mass and capacity.  To be able to compare mass and explore and compare capacity,	To know numbers 6 – 10  To be able to find subitise and represent 6 - 10.	To know numbers 0 – 10  To be able to find one more and one less within 10.	
<b>UTW</b>	To know words to describe what I see, hear and feel whilst outside.  To be able to use new vocabulary to talk about what I can see outside.	To know why things happen.  To be able to talk about why we need to help birds in the winter.	To know and understand the effect of changing seasons on the natural world around them. To be able to explore how the weather is changing.	To know words to describe what I see, hear and feel whilst outside.  To be able to use new vocabulary to talk about what I can see outside.	To know some similarities and differences between life in this country and life in other countries.  To be able to talk about the weather in different countries.	To know and understand the effect of changing seasons on the natural world around them. To be able to explore how the weather is changing.	
<b>EAD</b>	To know that I can use the skills I have already got to create artwork  To be able to create art work to decorate our classroom.	To know that I create collaboratively sharing ideas, resources and skills.  To be able to create a large scale art piece with my friends	To know different ways of creating art.  To be able to use ice to create art work.	To know that different cultures have specific ways of making art.  To be able to re create Australian art	To know that there are many ways I can express myself.  To be able to choose either dance, art and music to express myself.	To know that there are many ways I can express myself.  To be able to choose either dance, art and music to express myself and explain why.	
<b>RE</b>	To know what a celebration is and how people celebrate.  To be able to talk about how people celebrate	To know how different artefacts, form part of a celebration.  To be able to name specific religious artifacts relating to celebrations	To know and talk about when Jesus was presented at the temple.  To be able to retell the story of Jesus being presented at the temple	To know the presentation story.  To use pictures of retell the presentation story	To know different places where we gather and why we gather.  To be able to talk about where and why we gather.	To know what happens when we gather in church to listen to God's word.  To be able to talk about what happens when we gather in church and retell this through roleplay.	