



Ellington Primary School: EYFS Reception Spring A Medium Term Planning

The Gingerbread Man's Journey Around the world (Postcards) *Ellington *China/ Chinese New Year *Morocco *Australia *UK – London	Theme of Learning Class Hero: Tim Peake 	<u>Run Run as Fast as you can (7 Week)</u>		
	How did Tim Peake live in Space?			
<u>Core Books</u> 	<u>Other Key Stories Linked</u>	<u>Important Dates</u> Secret Reader <u>Enrichments</u> Digital enrichment morning with Martin Bailey Chinese New Year	<u>Values</u> *Proud Peacock *Respectful Rhino *Honest Hedgehog *Persevering Parrot *Teamwork Tiger *Happy Hippo	

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:		Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking ; Having their own ideas; Making links; Choosing ways to do things					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Personal, Social and Emotional Development (PSED)	Self-Regulation To understand why it is important to listen carefully playing Simon Says games.	Self-Regulation – To listen attentively to a story. To talk about and retell parts of a story they have deep familiarity with. The Gingerbread Man	Self-Regulation Pass the Whisper To know the importance of listening carefully, telling the truth and thinking of others’ feelings.	Self-Regulation Obstacle Races Following Instructions or actions and persevering when things get difficult.	Self-Regulation	Self-Regulation Blindfold Walk Learning to follow instructions involving several ideas or actions and giving simple instructions.	Self-Regulation Treasure Hunt Learning to listen and respond to phrases and instructions.

	<p>Managing Self To understand that all emotions are okay but we have to be careful with how we respond.</p>	<p>Managing Self</p>	<p>Managing Self Continue to use simple strategies to manage own feelings.</p>	<p>Managing Self Be able to change into waterproofs and wellies</p>	<p>Managing Self Be able to change into waterproofs and wellies</p>	<p>Managing Self</p>	<p>Managing Self</p>
	<p>Building Relationships</p>	<p>Building Relationships Recognise feelings of others and how we can help them.</p>	<p>Building Relationships</p>	<p>Building Relationships To know what respect is and how to know what it means to be treated with respect.</p>	<p>Building Relationships To use talk to interact and negotiate with adult intervention.</p>	<p>Building Relationships Understand characters emotions in a story – linked to Lanterns and Firecrackers.</p>	<p>ELG: Building Relationships To work in small groups working on taking turns in games.</p>
<p>Physical Development (PD)</p>	<p>Fine Use different sized threading needles to thread a variety of different beads.</p>	<p>Fine To use scissors to cut out a large square – rotating the paper. Extends different materials</p>	<p>Fine Draw a square. Begin by tracing. Extend different sizes.</p>	<p>Fine To select the correct size brush to complete a task.</p>	<p>Fine Use a knife to push food onto a folk. Include peas, sweetcorn, beans etc.</p>	<p>Fine Hold pencil effectively to form letters in the alphabet correctly.</p>	
	<p>Gross To explore different movement using different body parts.</p>	<p>Gross To explore larger scale travelling movements.</p>	<p>Gross Respond to words and music using their bodies and props.</p>	<p>Gross To create their own movement ideas relating to specific words.</p>	<p>Gross To explore different qualities of movement. Children will learn the term opposites.</p>	<p>Gross To explore movements such as creeping, tiptoeing and hiding.</p>	<p>Gross To perform movements in front of an audience.</p>

Communication and Language (CL)	Listening, Attention and Understanding To follow instructions containing 3 parts.	Listening, Attention and Understanding Listen attentively to The Gingerbread man in a whole group to build familiarity and understanding of the core story.	Listening, Attention and Understanding Understand time and sequence concepts using first, then, next linked to The Gingerbread man	Listening, Attention and Understanding To learn and use new vocabulary linked to different locations.	Listening, Attention and Understanding. Learn rhymes, poems and songs about Chinese New Year Paper lanterns, New Year Dragon Lucky Envelopes	Listening, Attention and Understanding To use puppets to act out the story of the Gingerbread man and other traditional tales.	Listening, Attention and Understanding To comment on similarities from two different traditional tales.
	Speaking Recount a past event - To speak in a whole group about their Christmas holidays.	Speaking Make comments about views and opinions linked to Chinese New Year	Speaking Describe in detail their understanding of the Gingerbread Man.	Speaking To connect one idea to another by using an connective when speaking about the story of the Gingerbread man.	Speaking To ask questions that can be answered by adults and peers.	Speaking To use positional language to explain.	Speaking To explain how Tim Peake used to live in space.
Literacy	Recap work from Autumn 2.	The Gingerbread Man			Lanterns and Firecrackers.		
		Word reading Use picture clues to help read a simple text I know to read from left to right I can begin to read CVC words. I can find initial, middle, end sounds in words			Word reading I know to read from Left to Right To read CVC words To read CVC words that rhyme.		
	Phonics: RWI	Phonics: RWI	Phonics: RWI	Phonics: RWI	Phonics: RWI	Phonics: RWI	Phonics: RWI
	Recap work from Autumn 2	Comprehension To join in with repeated refrains and key phrases. To retell stories using the correct order (first, next, then) To innovate a section of the Gingerbread man.			Comprehension Talk about events, where a story is set and recognise links to own life experiences Respond to 'who', 'where' 'what' and 'when' questions linked to text. To recap on what people do during Chinese New Year.		
	<u>Writing</u> Recap work from Autumn 2	Writing To write a simple caption using cvc words independently. To write a simple sentence about the Gingerbread man with adult support. To write a list. <u>Explore</u>			Writing <u>Explore</u> To find information about the story by using the front cover To explore the different things people do during Chinese New Year and explore some Chinese foods and traditions.		

	<p>Explore how the Gingerbread man feels throughout different parts of the story.</p> <p>Sequence the story of The Gingerbread man using vocabulary including first, next, then</p> <p>To explore what the woman uses to create the Gingerbread man.</p> <p><u>Create</u></p> <p>Make a Gingerbread man, again using first, next, then.</p> <p>Make a list of ingredients needed to make gingerbread men.</p> <p><u>Model/Enable</u></p> <p>To write simple sentences on how to make the gingerbread man.</p>	<p><u>Create</u></p> <p>To create a list of three things people do during Chinese New Year.</p> <p>To draw a picture of what they do when they celebrate New Year (2025) and add labels.</p> <p><u>Model/Enable – Final week</u></p> <p>To draw and write simple captions about how Chinese New Year is celebrated.</p> <p>By the end of term children are able to make a clear difference when writing ascenders and descenders.</p>
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Mathematics

Numbers to 10

<p>CLIC Number of the Week Introduce 10 frame Explore Number 6 (numicon, composition, number position subitizing) Explore formation of number 6 Number Rhyme: Ten in the bed</p>	<p>Number of the Week Introduce 7 on 10 frame Explore Number 7 (numicon, composition, number position subitizing) Explore formation of number 7 Number Rhyme: Daily Vote our Favourite</p>	<p>Number of the Week Introduce 8 on 10 frame Explore Number 8 (numicon, composition, number position subitizing) Explore formation of number 8 Number Rhyme: One, two buckle my shoe</p>	<p>CLIC I know 1 more/ 1 less within 8 Number Rhyme: Daily Vote our Favourite</p>	<p>CLIC Doubles within 5 Finger Doubles 3,4,5 Number Rhyme: The pirate song... when I was one</p>	<p>CLIC Halving within 10 Finger halves 8,6,4 Understand undoing a double Number Rhyme: Sing a song of numbers</p>	<p>CLIC Name and recognise 2-D shapes Subitise within 5 Number Rhyme: Daily Vote our Favourite</p>
<p>Early Years Number</p>	<p>Early Years Number Addition within 10 use ten frame, subitizing, composition. Be able to find the total First, next, now number stories</p>	<p>Early Years Number Subtraction within 10 use ten frame, subitizing, composition. Be able to find how many left? First, next, now number stories</p>	<p>Early Years Number Represent numbers 6,7,8 in different ways Numeral recognition to 8</p>	<p>Early Years Number</p>	<p>Early Years Number Introduce sharing and what equal means</p>	<p>Early Years Number Introduce Odds and evens. Connect to doubles and halves</p>
<p>Wider Maths</p>	<p>Wider Maths</p>	<p>Wider Maths</p>	<p>Wider Maths Identify and explore 3-D shapes. Explore 3-D shapes within play and environment</p>	<p>Wider Maths</p>	<p>Wider Maths</p>	<p>Wider Maths ABC patterns. I can spot the rule within a pattern. I can complete a pattern</p>

Day/Topic	Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7
UTW	TEACHER TRAINING DAY	<p>The Gingerbread Man's Journey around the World (POSTCARDS)</p> <p>Recognise differences and similarities between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise and talk about some environments that are different to the one in which they live.</p> <p>Locate and identify on the map where the Gingerbread Man has been.</p>						
		<p>ELLINGTON</p> <p>Talk about their community – homes, school, families, clothes, transport, etc</p>	<p>LONDON</p> <p>Talk about what they see and experience. Compare and contrast characters from stories including figures from the past.</p>	<p>LONDON</p> <p>Understand what a monarch is. Comment on the King and London's historical landmarks.</p>	<p>CHINA</p> <p>Understand how Chinese culture celebrates New Year compared with us. Look at different objects used in celebrations.</p> <p>AUSTRALIA</p> <p>Comment on Australian landmarks. Understand that some places are special to members of their community.</p> <p>MORROCO</p> <p>Comment on Moroccan landmarks. Recognise and talk about why people have different beliefs and celebrate special times in different ways.</p>	<p>Review</p>		

Expressive Arts and Design	Creating with Materials	Creating with Materials	Creating with Materials			Creating with Materials	Creating with Materials
	To understand and explore waterproof materials.	To understand and explore floating and sinking.	To plan, design, make and evaluate a junk model of a London Landmark.			To investigate boat designs and create own design for a boat.	To create our boats and test these, evaluate if they were successful/
	Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative	Being Imaginative	
	To understand why songs have actions To learn some simple Makaton signs to accompany a song	To explore beat through body movement To express feelings and emotions through movement to music	To explore beat through body movement To express feelings and emotions through movement to music	To explore beat through body movement To express feelings and emotions through movement to music	To perform action songs to a small audience.	To perform action songs to a small audience.	
Computing	Digital enrichment by Martin Bailey						
School Values	Recap what it means to be a Proud Peacock	Recap what it means to be a Respectful Rhino	Recap what it means to be a Persevering Parrot	Recap what it means to be a Honest Hedgehog	Recap what it means to be a teamwork tiger	Recap what it means to be a happy hippo	