

## All Saints Primary - Reception Medium Term Planning

TERM: <b>Spring 1</b>		TOPIC: <b>Traditional Tales</b>		
What are the children learning to do? (Skills)		What do we want the children to know? (Knowledge)	Books	Vocabulary
<b>P S E D</b>	- I can think about others and my own feelings in different situations.	- I know why we take turns, wait politely and tidy up after ourselves. -I know when I'm not behaving correctly towards my friends. I know what the word 'kind' means	-The Ugly Duckling	
<b>C &amp; L</b>	-I can use recently introduced vocabulary. -I can ask questions to find out more. -I can tell someone my ideas in developed sentences. -I can talk about the plot of a story. -I can describe things that have happened with some detail.	- I know similarities between my experiences and events in a story. -I know rhymes, poems and songs relating to traditional tales.	-Room on the Broom -Little Red Hen -The Magic Roundabout  -The Gingerbread Man. - Jack and the Beanstalk. -The Ugly Duckling. - The Frog Prince. - Snow White and the seven dwarfs.	Whoosh, splat, scaly, horrible, passenger, addition, fiery, swoop Baking, Ingredients, concocting, rising, unhelpful, just deserts, stuffing, collaborating Drumming, shy, arrive, pacing, greeting, agitated, in a huff, racing
<b>P D</b>	-I am developing my hand-eye co-ordination. - I can throw and catch using 2 hands with control.	-I know how to throw a ball in the right direction using over arm and under arm techniques. - I know how to run to find space whilst avoiding		

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	<ul style="list-style-type: none"> <li>- I have the skills to be able to throw a ball over arm and under arm.</li> <li>- I can take turns with a partner.</li> <li>- I can run with my head up, pumping my arms and raising my knees.</li> <li>-I can use scissors with confidence.</li> </ul>	<p>others.</p> <ul style="list-style-type: none"> <li>-I know how to hold a pencil using a 'birds beak' position all the time and with control.</li> </ul>		
<b>L I T</b>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-I can write words containing some digraphs</li> <li>-I can write messages</li> <li>- I can write she, we, he, you helpful words learnt in the Floppies phonics programme from memory.</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>- I know that a digraph is 2 letters that make up a sound.</li> </ul>		
	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-I can say the sounds for the letter and letter groups j v w x y z zz qu ch.</li> <li>-When I see words with these letters, I can use my known letter-sound knowledge to blend them into a word.</li> <li>- I can read simple sentences with these letters and using the helpful words she, we, he, you that I know.</li> <li>- I can read some books from our green level oxford reading books.</li> <li>-I can read book 7, 8 and 9 from our Floppy's phonics programme.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-I know how to blend the sounds letters make into a word.</li> <li>- I know the sounds made by j v w x y z zz qu ch letters and letter groups.</li> <li>- I recognise the helpful words she, we, he, you.</li> </ul>	<p>Floppy's Phonics</p> <ul style="list-style-type: none"> <li>-Book 7</li> <li>-Book 8</li> <li>-Book 9</li> </ul>	
	<p><u>Comprehension</u></p> <p>I can re-tell stories I have heard, including traditional tales, in my own words and use some vocabulary from the story.</p> <p>I am beginning to be able to say what will happen next in a story</p>	<p><u>Comprehension</u></p> <p>I know and use words I have heard in stories and books.</p>		
<b>M A</b>	<ul style="list-style-type: none"> <li>- I am beginning to be able to compare objects in a group using more than, fewer than and</li> </ul>	<ul style="list-style-type: none"> <li>-I know that a number is 3, 4 and 5 without counting them.</li> </ul>		<p>More than, fewer than, equal to,</p>

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<b>T H S</b>	<p>equal to.</p> <p>- I can move objects in 2 sets for the sets to then have an equal number.</p>	<p>- I am beginning to see smaller numbers within larger numbers so I can say how many there are in a larger group without counting them.</p> <p>- I know that 5 is made up of 3 and 2, 4 and 1.</p> <p>- I know that 6 and 7 are 5 and a bit more.</p> <p>- I know that each number is 1 more than the number before up to the number 5.</p>		<p>subitise, part, whole, altogether, part-part-whole, die, dice, compare, more than, fewer than, equal number</p>
<b>U W</b>	<p>- I can say what's the same and different about characters from different traditional tales.</p> <p>- I can talk about my experiences with themes from these stories, like bravery and kindness.</p> <p>- I can use songs, poems, puppets and roleplay to explore these traditional tales.</p>	<p><u>RE- Special People</u></p> <p>- I know the ways that Jesus was a special person.</p> <p>- I know the role of the Imam in a Muslim community.</p> <p>- I know the stories of the lives of founders of World Faith Communities.</p> <p>- I know a range of traditional tales.</p> <p>- I know the moral of a story.</p>	<p>The Feeding of the 5000</p> <p>The calming of the storm</p> <p>The healing of the man who was lowered through the roof</p> <p>The healing of the 10 lepers</p>	<p>Love, trust, compassion, generosity, courage, Jesus, miracle, Bible.</p> <p>Islam – the Iman</p> <p>Sikhism – Guru Nanak</p> <p>Buddhism - Buddha</p>
<b>E A</b>	<p>- I can join materials during junk modelling in a variety of ways.</p> <p>- I can think about what I am going to make before I make it.</p> <p>- I can discuss problems with my models and how I could fix them.</p> <p>- I can use scissors correctly.</p> <p>- I can use my imagination to turn fabric into a variety of things, like a den or a cape during play.</p> <p>- I can sing in a group and on my own.</p>	<p>- I know the difference between a temporary join and a permanent join.</p> <p>- I know how to change the way I am dancing to go with the beat of a song.</p> <p>- I know how to pitch-match during singing.</p>		<p>Join, stick, cut, bend, slot, smooth, bendy, bumpy</p>
<p><b>Visits and visitors:</b> - Trip to Cockermouth bookshop</p>				