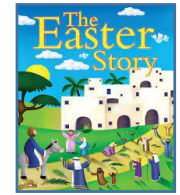
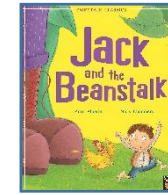
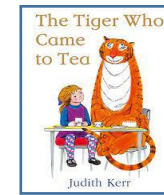




Spring 2: Step into a story!

Key Texts: The Tiger Who Came to Tea, Jack and the Beanstalk



Why this? Why now?

We love exploring different stories in Reception! This half term we are going to learning about tigers as we read 'The Tiger Who Came to Tea' and enjoying a tiger tea party ourselves. We will also learn more about fairy tales as we read 'Jack and the Beanstalk'. As the half term finishes we will be learning about Spring and celebrating Easter.

Key Vocabulary –

Tigers, stripes, café, tea party, beanstalk, giant, characters, setting, Easter, Jesus, Christian, Church, chicks, hatching, new life.

These are some of the opportunities that will offered for the children. Some of these opportunities will be taught as a focused teaching activity and others offered through continuous provision, both inside and outside. We will be responding to child-led interests to lead our learning further and also respond to spontaneous learning opportunities.

Area of Learning and Development – Communication and Language

- Listen to and talk about stories to build familiarity and understanding and retell using repetition and their own words.
- Continue to learn and use new vocabulary.
- Ask questions to find out more and to check their understanding.
- Articulate their ideas and thoughts in well- formed sentences.

Overview

- To listen carefully to and talk about stories including The Tiger Who Came to Tea and Jack and the Beanstalk.
- To observe, learn new vocabulary and articulate their thoughts.

Area of Learning and Development – Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Show resilience and perseverance.
- Know and talk about the different things that keep us well and healthy.
- Be able to share and take turns.

Overview

RSHE – People who help me including visits from the fire service and RNLI.

- Continuing to work with children continually to develop their PSE skills.

Area of Learning and Development – Physical Development

Overview



- Continue to develop the overall body strength, co-ordination, balance and agility.
- Combine different movements with ease and fluency.
- Further develop and refine a range of dance skills.
- Continue to develop the foundations of a handwriting style.

- Weekly PE sessions in the hall.
- Daily use of outdoor area, to focus on their fundamental movement skills.
- Opportunities to develop fine motor skills through continuous provision activities e.g. using tweezers to move pom poms, threading cotton reels.
- Daily practise of writing name / HFW / numbers to 10.
- Focused handwriting groups to continue to develop handwriting style.

Area of Learning and Development – Literacy

Phonics: Little Wandle – Spring 2

Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words.

Read common exception words matched to the school's phonic programme. Know alphabetical order.

Reading

Develop a love of sharing books.

Read simple phrases and sentences including tricky words.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing

To write names (first and surname).

To use a capital at the beginning and then lower-case letters.

Segment (spell short words) using these sounds.

Form lower-case correctly.

Write short sentences with words with known sound-letter correspondences. Re-read what they have written to check that it makes sense.

Write for different purposes and audiences.

Overview

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Model re-reading words ongoing as the sentence is read.

Read simple phrases including tricky words.

Practise writing full name.

Letter formation – consolidate letter formation families, capital letter formation Spell cvc words orally and using letters.

Spell two-syllable words Spell tricky words. Write simple sentences with known sounds and words.

Some of the writing opportunities we will be completing:

- Write facts about tigers and Spring.
- To complete simple comprehension activities about the books The Tiger Who came to tea and Jack and the beanstalk.



	<ul style="list-style-type: none"> • Write an invitation for the tiger tea party. • Retell key parts of Jack and the beanstalk • Write a description of the giant. • Retell key parts of the Easter story. • Write insert for Mother's Day and Easter card
Area of Learning and Development – Mathematics	Overview
<p>Number</p> <ul style="list-style-type: none"> • Count verbally beyond 10. • Automatically recall number bonds to 5. • Know what one more/one is less between consecutive numbers up to 10. <p>Shape, space, measures</p> <p>Compare length, weight and capacity using comparative language, e.g, smaller, heavier, lighter.</p> <p>Use positional and directional language to describe objects and people.</p>	<ul style="list-style-type: none"> • Count in different situations, count children, how long it takes to do an action, activity. • Count along number tracks. • Count objects/actions/sounds in different contexts, • Problem solving activities for composition of each number to 5. • Problem solving: 1 more/less.
Area of Learning and Development – Understanding the World	Overview
<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Describe what they can see, hear and feel whilst outside. • Recognise some environments are different to the one we live in. • Draw information from a simple map and draw own map. • Recognise that people have different beliefs. 	<ul style="list-style-type: none"> • RE – Special People / Easter – new life and celebration • Look for signs of Spring in our local environment and describe using our senses. • Learn about the festival of Holi and why it is important to Hindu's. • Plant our own beans, understanding what we need to do to look after our plant. • Look at how chocolate melts when making Easter nest cakes. • Look at the life cycle of a chick • To talk about celebrations including Mother's Day and Easter and why they are special.
Area of Learning and Development – Expressive Arts and Design	Overview
<ul style="list-style-type: none"> • To develop storylines in pretend play. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Create a jungle piece of art by creating different shades of green by mixing paint. • Create an abstract tiger collage using orange and black. • Learn about the artist Jackson Pollock by creating splatter paintings. • Plan and create our own castles • Make a Mother's Day and an Easter card
Home – School Links	
<ul style="list-style-type: none"> • Continuing to share 'wow' learning moments from school on Seesaw and asking parents to share moments from home too. 	



[Holi](#)
[BBC Easter Story](#)



MEDIUM TERM PLANNING | FOUNDATION STAGE
Zetland Primary School

Year Group: Reception