Reception Medium Term Plan Spring

Unique Child	➕ Positive Relationships	➕ Enabling Environments	＝ Learning & Development

Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Practitioners
- Understand and observe each child's development and learning, assess progress, plan for next steps.

- Support children to develop a positive sense of their own identity and culture.

- Identify any need for additional support.

- Keep children safe.

- Value and respect all children and families equally.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Positive relationships are
- Warm and loving, and foster a sense of belonging.

- Sensitive and responsive to the child's needs, feelings and interests.

- Supportive of the child's own efforts and independence.

- Consistent in setting clear boundaries.

- Stimulating.

- built on key persons relationships in early years settings.

Enabling environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Enabling environments

- Value all people.

- Value learning.

They offer

- Stimulating resources, relevant to all children's cultures and communities.

- Rich learning opportunities through play and playful teaching.

- Support for children to take risks and explore.

Learning & Development

Children develop and learn in different ways. The frame work covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Practitioners teach children by insuring, challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning.

- Playing and exploring.

- Active learning.

- Creating and thinking critically.

Prime Areas	Specific Areas

	PSED	PD	CL	L	M	UW	EAD
	-Making Relationships *MR* -Self-confidence and self-awareness *SCSA* -Managing feelings and behaviour. *MFB*	-Moving and handling *MH* -Health and self-care *HSC*	-Listening and attention *LA* -Understanding *U* -Speaking *S*	-Reading *R* -Writing *W*	-Numbers *N* -Shapes, space and measure *SSM*	-People and communities *PC* -The world *TW* -Technology *T*	-Exploring and using media and materials *MM* -Being imaginative *I*
Activities to support the 7 areas of learning	* Making positive relationships with each other *MR-4* * Key group activities *MFB-3* * Circle times/stories *MFB-4* * Adult support during child initiated activities. *SCSA-1* * Reinforce class rules – Introduce new behaviour chart *MFB-3* * Talk about different emotions, what makes us feel happy/sad (possibly use ppp of facial images) *MFB-3* *Nurture room activities	* Learn the importance of a healthy diet (healthy food plate collage) and keeping safe *HSC-1 PD 40-60* *Complete exercise and observe the effect on their bodies *HSC-1* + daily wrigglers Gross Motor MT * Develop independence to put on aprons, coats, getting ready for P.E. *HSC-3* * Develop confidence to explore both indoor and outdoor areas appropriately. *MH-2*	* News sharing, adult modelling language. *S-1* * Shared reading *S-1 LA-4* * Clapping games, rhythm and beat *U-1* * Rhymes, songs and stories *LA-1* * Phonics games *LA-3*	* Name writing, children have opportunities to be able to write their names correctly. Display in each key worker area. (name cards) *W-3* *Handwriting session with GB *W6-40-60* *Non-Fiction writing, The Body *W1, W3, W8-40-60* * Continue Letters and Sounds *R-1* * Learning the alphabet, letter sounds and names. *R-1* * Guided reading *R-1* * Shared reading – big books. Traditional Tales. Introduce Non-Fiction, text, labels, arrows, photographs *R-40-60* *Daily phonics lessons. *R and W*	* Count reliably with numbers 1-10, 1-20 m/a. *N-1* * Order numbers 1- 10, 1- 20 m/a. *N-1* * Counting games *N* * Number games *N* *Use everyday language to talk about weight, height, capacity *SSM 2,3* *Use everyday language to talk about money, time, positional language *SSM 4,6,7* *solve problems including doubling/halving *N*	* Learning about different celebrations and festival:- Chinese New Year Feb 8 2016, St. Valentine's day Feb 14, St. Patrick 17 March, Mothers' Day March 6, Pancake Day 9 Feb, Easter Sunday 27 Mar *PC-4* * Physical changes, water freezing and melting *TW-4* * Similarities between ourselves and families, (compare families around the world- poss'ppp), *compare friends features/girls/boys *PC-3* * Make winter picture using ICT (Splosh Paint Program)	* Recognise and play a variety of musical instruments *Represent their own ideas and thoughts through music (Classical music, orchestra, Peter and the Wolf) *MM-2 I-4* * Observational pictures of fruit/flowers. *Experiment with different colours in water - colour mixing *MM-5* * Sing songs and experiment with ways of changing them. *MM-1* * Junk modelling skills, plan how to create models *I-1* * Create Shop – money *SSM-7 I-6*