



# EYFS – Reception Spring 2 term MTP 2021-2022

<p><b>Spring 2</b> Amazing Animals!</p>			<p><b>Article 30:</b> <i>Every child has the right to use their own language.</i></p>
---	--	---	---

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Understanding Emotions/Self-Regulation	Sense of Self/Managing Self	Making/Building Relationships
<ul style="list-style-type: none"> <li>• Wait with increased patience, when necessary</li> <li>• Link events (in books, real life etc.) with feelings and discuss them: eg <i>she's angry that he snatched the toy.</i></li> <li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</li> <li>• Seeks support, and practical help in new or challenging situations.</li> <li>• See themselves as a valued individual.</li> </ul> <p><i>Developing a sense of different emotions and being able to express different emotions.</i></p> <p><i>Developing more independence around the classroom.</i></p> <p><i>Develop friendships and use strategies learnt to solve simple disagreements.</i></p> <p><i>Developing increasing confidence and self-esteem.</i></p>	<ul style="list-style-type: none"> <li>• Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group</li> <li>• Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> </ul> <p><i>Being a confident class helper.</i></p> <p><i>Adapting behaviour and managing changes in routine at short notice.</i></p> <p><i>Developing concentration and perseverance at self-chosen activities, managing challenges with developing independence.</i></p>	<ul style="list-style-type: none"> <li>• Develops particular friendships with other children, which helps them to find empathy in simple ways: finding an adult for a child who is hurt.</li> <li>• Takes steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs.</li> </ul> <p><i>Developing empathy and ways to show empathy towards others.</i></p> <p><i>Working co-operatively with friends.</i></p> <p><i>Working collaboratively with friends in a small group (games, construction, creating pictures/models together)</i></p>

## Communication & Language

Listening & Attention	Speaking	Understanding
<ul style="list-style-type: none"> <li>• To understand and explain why listening is important.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound, e.g. noticing how some words sound similar 'cat- mat'</li> </ul> <p><i>Learning new vocabulary</i></p> <p><i>Listening and responding to instructions</i></p> <p><i>Story/ singing time</i></p> <p><i>Give focused attention to what the teacher says</i></p> <p><i>Show and tell</i></p> <p><i>Beginning to identify words that rhyme.</i></p> <p><i>Children know how to listen carefully: facing forwards, eyes looking etc.</i></p> <p><i>Children know why listening is important.</i></p>	<ul style="list-style-type: none"> <li>• Retells stories using some exact repetition and in their own words.</li> <li>• Links statements and sticks to a main theme or intention in conversations with others.</li> <li>• Learns new vocabulary and begins to use it in the correct context.</li> <li>• Describes events in some detail such as using sequencing words to recall (Last night I had fish and chips and then I was so full up)</li> </ul> <p><i>Story discussion using props, pictures and puppets/ sequence the story cards</i></p> <p><i>Singing/rhyming</i></p> <p><i>Circle times/Show and tell/snack time discussion.</i></p> <p><i>Use new vocabulary through the day (role-play, small world etc)</i></p>	<ul style="list-style-type: none"> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> <li>• Responds to instructions with two or more steps (Get your book bag then your water bottle and then line up)</li> <li>• Beginning to understand humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> </ul> <p><i>Confidently carrying out 1 and 2 part instructions.</i></p> <p><i>Beginning to carry out instructions of more than 2 parts.</i></p> <p><i>Retelling known stories without using pictures or props.</i></p> <p><i>Asking children to repeat what they have been asked to do to check their understanding of what has been said.</i></p> <p><i>Respond to the ideas of others.</i></p>

## EYFS – Reception Spring 2 term MTP 2021-2022

	<p><i>Role-play to be different character/animals from the story, using familiar story language from stories.</i></p> <p><i>Talking and learning facts about different jungle/farm animals.</i></p> <p><i>To share learnt knowledge about animals.</i></p>		
Physical Development			
Gross Motor Skills	Fine Motor Skills	Health & Self Care	
<ul style="list-style-type: none"> <li>• Able to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>• Use core muscle strength to achieve a good posture when sitting at the table or sitting on the floor.</li> <li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> </ul> <p><i>PE Lessons, using the adventure play equipment, using the balancing equipment.</i></p> <p><i>Learning to jump off equipment correctly and move around obstacles safely.</i></p> <p><i>Cosmic yoga sessions.</i></p> <p><i>Outdoor obstacle course. Moving in a range of ways imitating the way jungle animals move. Exploring the different ways animals move: stomping, crawling, slithering, leaping etc..</i></p>	<ul style="list-style-type: none"> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention, such as: pencils, paintbrushes, scissors, toothbrushes, knives, forks, spoons.</li> <li>• Holds a pencil using a tripod grip.</li> </ul> <p><i>Puzzles, playdough, pom poms and tweezers, nuts and bolts.</i></p> <p><i>Cooking activity – making cupcakes– using utensils, measuring and mixing.</i></p> <p><i>Tracing, drawing with chalks. Word writing in glitter.</i></p> <p><i>Sand and water play.</i></p> <p><i>Lego, duplo, fixing dinosaurs and vehicles using nuts/bolts and screw drivers.</i></p> <p><i>Using split pins to stick animals back together.</i></p> <p><i>Shaving foam, cornflour, hair gel.</i></p>	<ul style="list-style-type: none"> <li>• Knows and talks about the different factors that support their overall health and wellbeing: for example: regular exercise, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian.</li> </ul> <p><i>Discussing how to keep healthy: limiting screen time, Talking about a good night time routine: bath, brush teeth, story time/lullaby, going to sleep at 7pm – links with PSHE planning.</i></p>	
Understanding the World			
The Natural World	People, Culture and Communities	Past and Present	Technology
<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns in the environment.(farm/jungle animals)</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p><i>Looking at the environment in which jungle animals/farm animals live in and how that is different to where we live and the environment around us.</i></p> <p><i>Looking closely at the similarities and differences between different animals, size, patterns etc...</i></p> <p><i>Discuss and comment on changes in weather.</i></p> <p><i>Exploring magnets.</i></p>	<ul style="list-style-type: none"> <li>• Knows that other children do not always enjoy the same things, and are sensitive to this.</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions recognizing that people have different beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Comments on change from the past to now.</li> </ul> <p><i>Looking at farming and the changes over time for example: farmer used to hand milk cows and now they use machines.</i></p>	<ul style="list-style-type: none"> <li>• Completes a simple program on electronic devices. (educational games, paint)</li> <li>• Uses ICT hardware to interact with age-appropriate computer software (reading eggs)</li> </ul> <p><i>Weekly sessions in ICT room (paint program, top marks games- interactive games, reading eggs)</i></p>

# EYFS – Reception Spring 2 term MTP 2021-2022

	<p>and celebrate special times in different ways.</p> <p><i>Learning about traditions – Mothers day</i></p>		<i>Learning to log off.</i>
<b>Expressive Arts</b>		<b>Mathematics</b>	
<b>Being Imaginative &amp; Expressive</b>	<b>Creating with Materials</b>	<b>Number</b>	<b>Numerical Patterns (Shape, space and measure)</b>
<ul style="list-style-type: none"> <li>• Listens attentively, moves to and talks about music, expressing their feelings and responses.</li> <li>• Sings in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Explore and engage in music making and dance performing solo or in groups</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> </ul> <p><i>Exploring syllables in words, clapping the syllables.</i></p> <p><i>Singing songs/music and movement sessions.</i></p> <p><i>Humming the tune of a familiar song.</i></p> <p><i>Creating music with different instruments in a group with friends.</i></p> <p><i>Dancing to music independently or in a group with friends.</i></p> <p><i>Role play/small world play – acting out stories and pretending to be different animals using masks and dressing up outfits.</i></p> <p><i>Mapping out stories.</i></p> <p><i>Set up a jungle role-play area.</i></p>	<ul style="list-style-type: none"> <li>• Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>• To be able to choose their own materials and tools to construct and discuss what they want to make and how to make it.</li> <li>• Explore, use and refine a variety of artistic effects such as colour mixing, pastels to express their ideas and feelings.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul> <p><i>Junk modelling with recycled materials, creating animals.</i></p> <p><i>Dressing up as animals.</i></p> <p><i>Painting animals from the jungle using brushes, sponges, printing objects.</i></p> <p><i>Creating animal masks, Paper plate animal faces.</i></p> <p><i>Swirly snakes by cutting round a circle or a paper plate.</i></p> <p><i>Making animal homes. Paper cup animals for example lions. Mother's day cards. Easter cards.</i></p>	<ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>• Matches the numeral with a group of items to show how many there are (up to 10)</li> <li>• In practical activities, adds one and subtracts one with numbers to 10 (1 more/1 less)</li> <li>• Shows awareness and explores the composition of numbers to 10.</li> </ul> <p><i>Using tens frames for addition and subtraction. Counting on and back using the number line.</i></p> <p><i>Using part whole method to find different ways of making 5 and 10.</i></p> <p><i>Finding 1 more/1 less using objects and through songs and rhymes.</i></p> <p><i>Counting a group of objects and matching the amount to the correct number.</i></p> <p><i>Counting forwards and backwards to 10 and beyond.</i></p> <p><i>1:1 correspondence with counting objects.</i></p> <p><i>Doubling numbers to 5.</i></p>	<ul style="list-style-type: none"> <li>• To compare numbers using vocabulary such as 'more than' 'less than' 'fewer' 'the same as'</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Enjoys exploring 2d/3d shapes, learning which shapes combine to make other shapes.</li> <li>• To recognize the 2d shapes circle, triangle, square and rectangle.</li> <li>• Beginning to experience measuring short periods of time with timers. (for example: 2mins tooth brushing, links with PSHE timing exercise for 1 minute)</li> </ul> <p><i>Creating pictures and models using 2d/3d shapes. Naming the shapes and discussing their properties.</i></p> <p><i>Using the bee-bots to give directions on a simple map.</i></p> <p><i>Comparing numbers or amounts and learning/using the correct vocab such as more/less/fewer than etc.</i></p> <p><i>Looking at patterns, copying and creating patterns of shape and colour.</i></p>

## EYFS – Reception Spring 2 term MTP 2021-2022

Literacy			
Reading/Comprehension	Writing	Book Focus	Songs/ Rhymes
<ul style="list-style-type: none"> <li>• Link Phase 2 sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Begins to segment the sounds in simple words and blend them together knowing which letters represent some of them</li> <li>• Sequence a familiar story using images or objects</li> <li>• Tell the story to another person using book or images</li> <li>• Make a simple prediction based on the events of a story so far</li> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> </ul> <p><i>Using and understanding recently introduced new vocabulary, during discussions about non-fiction, rhymes and poems and during role play.</i></p> <p><i>Matching pictures of jungle animals to their names.</i></p> <p><i>Answering comprehension questions about stories they have heard.</i></p> <p><i>Making predictions about what they think may happen next.</i></p> <p><i>Discussing the beginning, middle and end of the story.</i></p> <p><i>Thinking of a different ending to the story.</i></p>	<ul style="list-style-type: none"> <li>• Begins to write CVC words</li> <li>• Begins to record some sounds in sequence</li> <li>• Begins to write labels and simple captions</li> </ul> <p><i>Writing mother's day cards</i></p> <p><i>Writing Easter cards.</i></p> <p><i>Labelling animals.</i></p> <p><i>Writing our names and numbers.</i></p> <p><i>Labelling CVC pictures listening to and recording all 3 sounds.</i></p> <p><i>Writing captions and simple sentences using a capital letters, finger spaces, full stops, letters sitting on the line.</i></p> <p><i>'Nelson handwriting book 2/3</i></p> <p><i>Learning correct letter formation.</i></p> <p><i>Using the writing frame: 'I can see'.....</i></p>	<p>A Squash and a Squeeze – Julia Donaldson</p> <p>Walking through the Jungle</p> <p>The Tiger who came to tea</p> <p>Dear Zoo</p> <p>What the Ladybird Heard.</p> <p>Rosie's Walk.</p> <p>The 3 Billy Goats Gruff.</p> <p>Non-fiction books about jungle and farm animals.</p>	<p>Old Macdonald</p> <p>The Farmers in the den</p> <p>Down in the jungle</p> <p>If you're an elephant and you know it</p> <p>Walking through the jungle – simple songs.</p> <p>Animal Boogie</p>
<b><u>Word Reading - Phonics Focus</u></b>			
<p><b>Revisiting all Phase 2 and Phase 3 sounds</b> focusing segmenting and blending words.</p> <p>Children to write simple sentences using the sounds learnt.</p> <p><b>Tricky Words:</b> reading and writing: I, to, no, go, the, into, he, she, me, we, be.</p>			
<p><b>Enrichment opportunities:</b></p> <p><i>Trip to 'Woodside Farm'.</i></p> <p><i>Animal Day: Children to dress up as their favourite animal – animal picnic</i></p> <p><i>World Book Day</i></p> <p><i>Mother's day 22<sup>nd</sup> March</i></p>			