
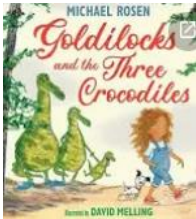





LEARN, GROW, ACHIEVE

<p>Year Reception Cultural Capital: Longmoor Value:</p> <p>Bear Hunt Hook 5th March World Book Day 13th March Book Bus Visit Science Day 20th March Language Day 26th March World Maths Day Chocolate/Easter Wow Day 27th March INSET Day – School closed to children</p>	<p>Medium term planning Spring 2 2026 Foundation Stage 2</p> <p>Topic Title: Who is Michael Rosen?</p> <p>Driver Subject: UW: People, Culture and Communities Enhancer subject: UW – Natural World</p>		
<p><u>Texts:</u></p> <ul style="list-style-type: none"> • <u>We're going on a Bear Hunt</u> • <u>Goldilocks and the 3 crocodiles</u> • <u>Chocolate cake</u> 	<p><u>Week 1-2</u> <u>(23rd Feb and 2nd Mar)</u> <u>Where do we go to find the Bear?</u></p> 	<p><u>Week 3-4</u> <u>(9th and 16th Mar)</u> <u>How is this book similar but different?</u></p> 	<p><u>Week 5</u> <u>(23rd Mar)</u> <u>Did Michael make a good choice?</u></p> 

<p><u>Characteristics of Effective Teaching and Learning</u></p>	<p>Playing and Exploring</p> <ul style="list-style-type: none"> • Finding out and exploring • Using what they know in their play • Being willing to have a go 	<p>Active Learning</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keep on trying • Enjoying achieving what they set out to do 	<p>Creating and Thinking critically</p> <ul style="list-style-type: none"> • Having own ideas • Using what they already know to learn new things • Choosing ways to do things and finding new ways
<p>PSED You may want a fortnightly focus for your PRIME areas</p>	<p><u>Managing Self</u></p> <p>Overcomes a particular challenge, not always linked to interests (MS)</p>	<p><u>Building Relationships</u></p> <p>Explains own knowledge (familiar to them) and asks appropriate questions of others (BR)</p>	<p><u>Self-Regulation</u></p> <p>Beginning to regulate own behaviours /making/suggesting appropriate changes to actions (SR)</p>
<p>PHYSICAL DEVELOPMENT GROSS MOTOR</p>	<p>Negotiates space successfully when racing and playing with other children, adjusting speed and changing direction (GM)</p>	<p>Shows increasing control when pushing, patting, throwing, catching or kicking (GM)</p>	<p>Will experiment and combine different ways of moving demonstrating increasing level of skill. (GM)</p>
<p>FINE MOTOR</p>	<p>Handles tools, objects, construction and malleable materials with increasing control and expertise. (FM)</p>	<p>Uses a pencil effectively to form recognisable letters, most of which are correctly formed (FM)</p>	<p>Uses tools with increasing confidence and accuracy to effect changes to materials (making chocolate cake) (FM)</p>
<p>COMMUNICATION AND LANGUAGE</p>	<p>Able to follow a story without props/pictures (LAU)</p>	<p>Makes use of some introduced vocabulary from stories, rhymes and poems in their own storyline or narrative (S)</p>	<p>Expresses their ideas and feelings using full sentences, using past and present tense</p>

READING	Describes main story events, setting or characters from a range of books (COMP)		Beginning to read some CVCC/CCVC words (WR)		Names and sounds most letters of the alphabet (WR)
WRITING	Begins to break the flow of speech into words		Attempts to write phrases		Attempts to read their own writing back.
MATHS 1 week number and 1 week numerical pattern Mastering Number sessions	MN-Week 18 Composition Identifies composition of numbers 8-10 (N) ADD PITAS	MN-Week 19 Composition Finds some number bonds to 5 Identify some subtraction facts of 5 ADD PITAS	MN-Week 20 Composition Identify some doubling facts to 5 ADD PITAS	NO MASTERY MATHS Selects the correct numeral to represent 1-10 objects ADD PITAS	SSM Focus uses positional language (linked to PCC maps) Describes their relative position
UNDERSTANDING OF THE WORLD <u>DRIVER: Past and present</u>	Draw on own experiences to talk about past and present		Knows some similarities and differences between things in the past and now-drawing on their experiences (EASTER/EID) Begin to show understanding of the past using books and stories (compare and		

		contrast) Books from different cultures already taught	
UNDERSTANDING OF THE WORLD ENHANCER: People, culture and communities	Begin to describe own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (BEAR HUNT)	Begins to know some similarities and difference between religious and cultural communities	Describe their immediate environment using maps (LINKED TO MATHS)
UNDERSTANDING OF THE WORLD (Natural world)	Begins to talk about some important processes and changes in the natural world around them eg effects of changing seasons	Makes observations and draws pictures of animals and flowers	Begins to identify some similarities and differences between the natural world around them and contrasting environments
EXPRESSIVE ART AND DESIGN CREATING WITH MATERIALS	Begins to understand that different media can be combined to create different effects	Selects appropriate resources and adapts work where necessary KAPOW	Share their creations, explaining the processes they have used KAPOW

<p>EXPRESSIVE ART AND DESIGN</p> <p>BEING IMAGINATIVE AND EXPRESSIVE</p>	<p>Plays cooperatively as part of a group to develop</p>	<p>Begins to build a repertoire of songs, rhymes, poems and stories</p> <p>READERS THEATRE</p>	<p>Begins to perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music</p> <p>READERS THEATRE</p>
<p>NON-STATUTORY TECHNOLOGY</p> <p>Non-statutory should be in your weekly provision</p>	<p>Can sequence a series of events (Computer Science)</p> <p>Unplugged linked to Story</p>	<p>Can use various digital technologies with support (Information Technology)</p>	
<p>NON-STATUTORY SSM</p>			<p>SSM Focus</p> <p>uses positional language (linked to PCC maps)</p> <p>Describes their relative position</p>