

Roe Green Infant School MEDIUM TERM PLANNING - Spring 2024



RECEPTION – Around the World

		Week 1 8/1/24	Week 2 15/1/24	Week 3 22/1/24	Week 4 29/1/24	Week 5 5/1/24	Week 6 19/2/24	Week 7 26/2/24	Week 8 4/3/24	Week 9 11/3/24	Week 10 18/3/24	Week 11 25/3/24 (4 week day)
		Text: No Dinner No DINNER			Text: You're safe with me You're Safe With Me		Text: Ana Hibiscus' Song ANNA HIBISCUS SONG ANNA HIBISCUS ANNA HIBISCU		Text: The Leopard's Drum THE LEOPARD'S DRUM		Text: Handa's Surprise HANDA'S SURPRISE	
		Activity: Chn to write about their New Year goals/resolutions. To write simple sentences using 'I can & I want to'.	Activity: Sequencing the story – using picture from the book. Retell the story through role play –	Activity: To prepare a story map. To describe a character – the tiger. The tiger is sentences	Activity: Caption writing. Chn have a range of pictures and they talk about what caption to write for each picture.	Activity: Retell the story through role play – whole class Talk about what makes them feel safe. Speech bubbles – talk about what the characters say.	Activity: Reading the story, looking at the repetitive language, setting, 5 things that make me happy. 5 things that make me happy.	Activity: Sequencing the story, focus on language first, next, then last Writing cards / notes / messages for people we love	Activity: To retell the story orally. To describe the story setting. To write about African drums - linked to workshop.	Activity: African animal riddles Skills: Begins to break the flow of speech into	Activity: Writing a postcard in role as a story character.	Activity: Children to make a book to retell the story.
O	ı	Skill: To set goals.	Skills: Listen to and talk about stories to build familiarity and understanding.	Skills: Use a wider range of vocabulary. Use new vocabulary through the day.	Skills: Describe events in some detail.	Skills: Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Skills: Shows interest in illustrations and print in books and print in the environment	Skills: Links statements and sticks to a main theme or intention.	Skills: Knows information can be relayed in the form of print.	words Active Learn -	Skills: Writes own name and other things such as labels and captions.	Attempts to write short sentences in meaningful contexts. Active Learn -Whole class echo Guided
SPRING	ENGLISH	Active Learn -Whole class echo Guided reading. Group guided Reading	Active Learn -Whole class echo Guided reading. Group guided Reading	Active Learn -Whole class echo Guided reading. Group guided Reading	Active Learn -Whole class echo Guided reading. Group guided Reading	Active Learn -Whole class echo Guided reading. Group guided Reading	Active Learn -Whole class echo Guided reading. Group guided Reading	Active Learn -Whole class echo Guided reading. Group guided Reading	Active Learn - Whole class echo Guided reading. Group guided Reading	Whole class echo Guided reading. Group guided Reading	Active Learn -Whole class echo Guided reading. Group guided Reading	reading. Group guided Reading Handwriting:
		Handwriting:	Handwriting: L and t – let, till	Handwriting: U and y - you	Handwriting: J and k	Handwriting: I and t	Handwriting: u and y	Handwriting: j and k	Handwriting: r and h – rot, ram	Handwriting: n and m – nan, mum	Handwriting: Phonics: b and p – bop, bat	Phonics: Letter and sound
		Phonics Focus sounds sh, th & ch	Phonics: Focus sounds ng, ai & ee	Phonics: Focus sounds igh, oa & long oo and short oo	Phonics: Focus sounds ar , or, ow & ur	Phonics: Focus sounds	Phonics: Letter and sound recap of all the letters and sound learnt so far	Phonics: Focus sounds – oi & er	Phonics: Focus sounds – Practice segmenting a blending words – CVC & CVCC	Phonics:	Tricky words – we, be he, she	recap and end of term assessment
		Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Practice segmenting a blending words – CVC & CVCC	Tricky words – we, be he, she	Practice segmenting a blending words – CVC & CVCC Tricky words – we,	Tricky words – we, be he, she	Tricky words – we, be he, she		
		Tricky words – I, go, to, no, the, into	Tricky words – I, go, to, no, the, into	Tricky words – I, go, to, no, the, into	Tricky words – I, go, to, no, the, into	Tricky words – I, go, to, no, the, into		be he, she				

	Activity:	Activity:	Activity:	Activity:	Activity:	Activity:	Activity:	Activity:	Activity:	Activity:	Activity:
LANGUAGE	From first page, what can they see/hear/smell and how does it make them feel? Scribe answers for display	Speaking and listening, what animals may she in encounter and how would she travel? How would we describe her?	Who do you go to visit? Thinking about our family tree recording in the book parents to bring in photos, grandparents to come in and talk	what can they see/hear/smell and how does it make them feel? Scribe answers for display	Role play the different parts of the story talking about our favourite part	Talking about the book focussing on book language	Sequence the different members of the family from the story focus on the language of how they are related	Children to be aware of where they belong to or visited and also find out where their friends are from?	Learning about Africa.	Talking about African animals and naming their babies.	If I went to Africa, would
COMMUNICATION AND	Skills: Understand how to listen carefully and why listening is important.	Skills: Ask questions to find out more and to check they understand what has been said to them.	Skills: Listen to and talk about stories to build familiarity and understanding.	Skills: Articulate their ideas and thoughts in well-formed sentences.	Skills: Describe events in some detail.	Skills: Listen to and talk about stories to build familiarity and understanding.	Skills: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Skills: Understand how to listen carefully and why listening is important.	Skills: Ask questions to find out more and to check they understand what has been said to them.	Skills: Links statements and sticks to a main theme or intention.	Skills: Links statements of sticks to a main theme or intention
COM	Library: how to use the books,	Library: how to use the books,	Library: library behaviour	Library: how to put books back how to find them	Library: how to put books back how to find them	Library: nonfiction and fiction	Library: Authors and illustrators	Library: Authors and illustrators	Library: parts of a book e.g. contents, pages, index	Library: Exploring nonfiction books to find information on Africa and animals.	Library: parts of a book e. contents, pages, index
матнѕ	Counting backwards	Number bonds to 5 practical activities and recording in books.	Composition of number 6 to 10	Maths Week – Money Looking at coin, ordering the value of coins, making	Number bonds to 10 Recording books	Number bonds to 10 whole/part recording in the book	Counting in 2s Practical and record	Counting in 10s Practical and record	Counting in 5s Practical and record	Time Telling the time to O'clock	3D Shapes practical and recording
WA	Skill: Link the number symbol (numeral) with its cardinal number value.	Skill: Automatically recall number bonds for numbers 0-5	Skill: Explore the composition of numbers to 10.	amounts.	Skill: Automatically recall number bonds for numbers 0-5 and some to 10.	Skill: Automatically recall number bonds for numbers 0-5 and some to 10.	Skill: Explore and represent patterns in numbers up to 20	Skill: Explore and represent patterns in numbers up to 100	Skill: Explore and represent patterns in numbers up to 100	Skill: Measure short periods of time in simple ways	Skill: Selects a particula named shape.
۵	Object Box: Collect a box of Indian objects and artefacts.	Remembers and talks about significant events in their own experiences	Finding India on the world map. Looking at the famous places in India. Key person from India	Finding India on the world map. Looking at the famous places in India. Key person from India	Celebrating Chinese new year Skill:	Making comparisons with the character in the focus text	Sharing our significant experiences with our family	What make me and my family special	Finding Africa on the world map.	Looking at where different animals live and why	Looking at where different animals I and why
UNDERSTANDING THE WORLD	Skill: Compare and contrast characters from stories, including figures from the past.	Skill:	Skill: Draw information from a simple map.	Skill: Recognise some similarities and differences between life in this country and life in other countries.	Name and describe people who are familiar to them.	Skill: Looks closely at similarities, differences, patterns and change.	Skills: Enjoys joining in with family customs and routines.	Skills: Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Skills: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	Skills: Explore the natural world around them, making observations and drawing pictures of animals and plants.	Skills: Explore the nature world around the making observati and drawing pictures of anima and plants.

	Unit 1 – Dance	Unit 1 – Dance	Unit 1 – Dance	Unit 1 – Dance	Unit 1 – Dance	Unit 1 – Manipulation and	Unit 1– Manipulation and Coordination	Unit 1– Manipulation and Coordination	Unit 2– Manipulation and	Unit 2– Manipulation and Coordination	Unit 2– Manipulation
ARTS AND DESIGN PHYSICAL DEVELOPMENT	Explore colour stimulus using a range of actions. Choreograph a short sequence combining a range of actions. Describe how the actions relate to the stimulus.	Explore animal stimulus using a range of levels and direction. Choreograph a short sequence combining range levels and directions. Demonstrate ability to work with others to develop a sequence.	Explore the "theme park" stimulus using unison and canon. Choreograph a short sequence combining unison and canon. Demonstrate the ability to perform a sequence in a group or with a partner using unison and canon	Explore the season theme using expression and creativity. Choreograph a short sequence with an awareness of expression. Demonstrate understanding and knowledge of how to compose a sequence	Explore the transport theme using dynamics. Choreograph a short sequence combining a range of dynamics. Demonstrate some knowledge of dance composition	Coordination Lesson 2 Roll a ball Pat a ball Throw a ball Skill: To be able to move a ball.	Lesson 5 Send an object Choose how to send Explain what it means to send Skill: To be able to send and receive an object.	Lesson 6 Touch targets Slide a beanbag Stop a beanbag Skill: To be able to listen and respond, using hands and feet.	Coordination Lesson 2 Move small and large balls Perform in a group Roll/push a ball Skill: To be able to perform a variety of collecting, moving and	Lesson 5 Jump over a skip Use a variety of jumps Use a skipping rope Skill: To be able to practise and perform a variety of skips.	Lesson 6 Roll a hoop Control the speed Spin a hoop Skill: To be able t roll, spin, rotate, throw and catch hoops
	Skill: I can explore my colour using actions. I can choose two actions which relate to my colour. I can link my actions to make a short sequence.	Skill: I can perform using different levels and directions. I can create a short sequence using an animal theme	Skill: I can perform a sequence using unison and canon. I can work with a partner or group to perform unison and canon	Skill: I can use expression to improve my performance. I can express a season of the year through my dance	Skill: I can show changing movements in my actions. I can give an example of a transport action. I can create a sequence with transport actions.				placing actions.		
	Activity: Act out the first scene of No Dinner! Skills: Listen attentively, move to and talk about music, expressing their feelings and responses.	Activity: Creating their own props to retell the story-No Dinner! Skills: Watch and talk about dance and performance art, expressing their feelings and responses.	Activity: Free painting of the storyown ending to story Skills: Explore and engage in music making and dance, performing solo or in groups.	Activity Use the musical instruments to help retell the story. Skills: Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Activity: Acting out the story using the props. Skills: Create collaboratively, sharing ideas, resources and skills.	Activity: To design & make an African print to make our bookmark. Skills: Realises tools can be used for a purpose.	Activity: To design & make an African print to make our bookmark. Skills: Realises tools can be used for a purpose.	Activity: Listen to and move to African music Skills: Initiates new combinations of movement to express and respond to music.	Activity: Free painting of your favourite African animal Skills: Explores what happens when they mix colours.	Activity: Making African animal masks Skills: Manipulates materials to achieve a planned effect.	Activity: Easter cards and activities. Skills: Realises tools car be used for a purpose.
EXPRESSIVE A	Kapow Music Exploring Sounds: Lesson 1 – Vocal sounds Little Miss Muffet Learn rhymes, poems and songs.	Kapow Music Exploring Sounds: Lesson 2 – Body sounds Little Bo Peep	Kapow Music Exploring Sounds: Lesson 3 – Instrumental sounds	Kapow Music Exploring Sounds: Lesson 4 – Environmental sounds	Kapow Music Exploring Sounds: Lesson 5 – Nature sounds	Kapow Music Musical Stories: Lesson 1 – moving to music	Kapow Music Musical Stories: Lesson 2 – story telling with actions	Kapow Music Musical Stories: Lesson 3 – using instruments to represent action	Kapow Music Musical Stories: Lesson 4 – musical storey composition	Kapow Music Musical Stories: Lesson 5 – musical story performance	Kapow Music Musical Stories: Cl reflections
BRITISH VALUES	Morals and mutual respect	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Mutual respect, helping each other	Mutual respect, helping each other	Group roles	Group roles	Achieve our goals and targets	Achieve our goo and targets

	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me
	Jigsaw Scheme	Jigsaw Scheme	Jigsaw Scheme	Jigsaw Scheme	Jigsaw Scheme	Jigsaw Scheme	Jigsaw Scheme	Jigsaw Scheme	Jigsaw Scheme	Jigsaw Scheme	Jigsaw Scheme
	Challenge	Never giving up	Setting a goal	Obstacles and support	Flight to the future	Everybody's body	We like to move it, move it!	Food, glorious food!	Sweet dreams	Keeping clean	Stranger danger
SOCIAL AND EMOTIONAL	Learning Intention: I understand that if I persevere, I can tackle challenges.	Learning Intention: I can tell you about a time I didn't give up until I achieved my goal.	Learning Intention: I can set a goal and work towards it.	Learning Intention: I can use kind words to encourage people.	Learning Intention: I understand the link between what I learn now and the jobs I might like to do when I am older.	Learning Intention: I understand that I need to exercise to keep my body healthy	Learning Intention: I understand how moving and resting are good for my body	Learning Intention: I know which foods are healthy and not so healthy and can make healthy eating choices	Learning Intention: I know how to help myself go to sleep and understand why sleep is good for me	Learning Intention: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	Learning Intention: I know what a stranger is and how to stay safe if a stranger approaches me
PERSONAL, SOCIAL	Skills: To know what it means to not give up and to keep on tryingLink to school values.	Skills: I can share my experiences with othersLink to school values.	Skills: To know what it means to set a gaol and work towards meeting itLink to school values.	Skills: I know how I can offer support through using kind wordsLink to school values.	Skills: I understand if I work hard now it will help to do what I want when I am olderLink to school values.	Skills: I can say why it is important to be active.	Skills: I know how to look after my body through the effects of exercise.	Skills: I know how to make healthy food choices and why.	Skills: I understand that my body needs the right amount of sleep to help me carry out my daily routines.	Skills: I know why I need and how to wash my hands.	Skills: I understand what a stranger is and dangers of strangers. I know how to get help if I am approached by a stranger.
OUT OF SCHOOL TRIPS											
IN SCHOOL WORKSHOPS								5 th March - African Drumming Workshop			