

## What's it like in the big city?

This half term, children will consider somewhere in the UK that is different than their own environment. They will look at 'The big city'!

1. They will explore what life is like in the big city including the transport that people travel, jobs, fun things to do, architecture etc.
2. They will develop their sequencing skills and retell stories and journeys ensuring they keep them in a chronological order.
3. Children will explore simple maps of around their school and compare it to maps of a big city.
4. They will explore of cities have changed over time and what vehicles may have looked like in the past.
5. Children will use their design skills to work collaboratively to make models of cities and buildings. They will spend time discussing and making changes to create their desired outcome.
6. Children will learn about Passover and Easter and will create cards for Mother's day.
7. Children will explore their feeling and those of characters in books.
8. Children will learn about their British heritage and the royal family.



### Vocabulary

## Reception Medium Term Planning Spring 2

### What's it like in the big city?



#### Communication and Language

- Describe events in some detail.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

#### Literacy

- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Phase 3 securing most sounds)
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

**Writing focus – Story retelling and sequencing**

#### Mathematics

**WRM Links: Building 9 & 10 & Find My Pattern**

**Children will learn to:**

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral with its cardinal value)
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers up to 10.
- Understand the one more/one less relationship between consecutive numbers.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

#### Seasonal Activities

**Lent, Easter, St David's Day, St Patrick's Day, Passover, Mother's Day**

#### Outside Learning

Children will create models of cities and roads. They will role play journeys across the big city. They will act out and retell stories and create puppet shows.

#### Effective Teaching and Learning

**Playing and Exploring** – playing with what they know and being willing to 'have a go'

**Active Learning** - Being involved and concentrating, keeping trying and enjoying the achievements that they make.

**Creating and Thinking Critically** - Having their own ideas, making links and choosing ways to do things.

#### British Values

Children will learn about respect for families when making different mother's day cards.

#### Physical Development – Ball skill focus

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use these skills to create models and buildings.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

#### Understanding the World

- Draw information from a simple map.
- Recognise some environments that are different to the one in which they live.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

#### Personal, Social and Emotional Development

- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- **Spend time discussing different feelings and emotions. Read stories and discuss feeling throughout. Do different people express different emotions?**

#### Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

#### R.E.

##### SALVATION

Why do Christians put a cross in the Easter garden?