

Landau Forte Academy Greenacres- Curriculum Overview- Medium Term Plan (MTP)



Term 3 Spring 1	Enquiry Theme	Fairytales
	Enquiry Question	What story do these characters come from?

Continuous Provision planning and weekly activities can be found in Reception planning folder 2024-2025.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Weekly Topic	Jack and the beanstalk	Goldilocks and the three bears	Three Little Pigs	Chinese New Year	The Gingerbread Man	Each Peach Pear Plum
Personal, Social and Emotional Development (PSED) <small>Self-Regulation Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ELG: Managing Self Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. ELG: Building Relationships Play with one or more other children, extending and elaborating play ideas.</small>	Self-Regulation Identify and moderate own feelings socially and emotionally.	Self-Regulation Identify and moderate own feelings socially and emotionally.	Self-Regulation Talking with others to solve problems	Self-Regulation Talking with others to solve problems	Self-Regulation Express their feelings and consider the feelings of others.	Self-Regulation Remember rules without needing an adult to remind them.
Managing Self Identifying when they do and don't need help. Changing for PE	Managing Self Identifying when they do and don't need help. Changing for PE	Managing Self Identifying when they do and don't need help. Introduce strategies to support in class.	Managing Self Identifying when they do and don't need help. Choosing appropriate resources to support with activities.	Managing Self See as valuable individuals	Managing Self Exploring talents and setting goals for the year ahead.	
Building Relationships Form positive attachments to adults and friendships with peers – show sensitivity to own and to others' needs.	Building Relationships Express their feelings and consider the feelings of others.	Building Relationships Help to find solution to conflict	Building Relationships Express their feelings and consider the feelings of others.	Building Relationships Build constructive and respectful relationships.	Building Relationships Build constructive and respectful relationships.	
PSHE Twinkl- Working together	How might they be feeling LO: Understand how others might be feeling.	Island Rescue Teamwork LO: Understand the importance of teamwork.	My Turn taking wand. LO: To turn take with others.	Show and Share. LO: To understand the importance of sharing.	Good listening LO: To listen carefully to follow instructions.	Working together LO: To retell the story of goldilocks and the three bears as a puppet show.
Physical Development (PD) <small>Fine Show a preference for a dominant hand. Use one-handed tools and</small>	Fine Be increasingly independent as they get dressed and undressed, doing up zips and buttons.	Fine Develop their small motor skills so that they can use a range of tools competently, safely and confidently	Fine Use paintbrushes correctly using the tripod grip.	Fine We can use scissors correctly to cut out shapes.	Fine We can use knives and cutters safely.	Fine Develop our handwriting style by improving the size of letters.

<p>equipment, ie, making snips in paper with scissors. Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene</p>	<p>Gross Further develop skills they need to manage school day successfully – lining up, mealtimes and personal hygiene.</p>	<p>Gross Match their developing physical skills to tasks and activities in the setting.</p>	<p>Gross Further develop and refine a range of ball skills including: throwing, catching,</p>	<p>Gross Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Teach good manners in a group, taking turns and being considerate to others.</p>	<p>Gross Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Gross Start taking part in some group activities which they make up for themselves, or in teams. Teach good manners in a group, taking turns and being considerate to others.</p>
<p>P.E</p>	<p>Throwing and Catching Shows increasing control over an object, pushing, patting, throwing, catching, or kicking it. Understands that equipment and tools must be used safely.</p>	<p>Throwing and Catching Shows increasing control over an object, pushing, patting, throwing, catching, or kicking it.</p>	<p>Throwing and Catching Can catch. Respond to simple instructions.</p>	<p>Throwing and Catching Shows increasing control over an object when throwing it.</p>	<p>Throwing and Catching Can catch a ball. Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping.</p>	<p>Throwing and Catching Can play in a group. Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>
<p>Communication and Language (CL) Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Speaking Develop social phrases. “Good morning, how are you?” Learn new vocabulary and use it throughout the day in different</p>	<p>Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding</p>	<p>Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding.</p>	<p>Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Can recall parts of familiar stories.</p>	<p>Listening, Attention and Understanding Answer questions about stories.</p>	<p>Listening, Attention and Understanding Understand how to listen carefully and why listening is important.</p>	<p>Listening, Attention and Understanding Listen carefully to rhymes and songs, paying attention to how they sound. Rhyming words from SST</p>
<p>Structured Story Time- Text</p>	<p>Chicken Clicking- SST</p>	<p>The Invisible- SST</p>	<p>The Dark - SST</p>	<p>Shu Lin’ Grandpa- SST</p>	<p>The Gingerbread Man by Mara Alperin- SST</p>	<p>Each peach pear plum by Allan Ahlberg and Janet Ahlberg- SST</p>
<p>Literacy (L) Word reading Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them. Comprehension Engage in extended conversations about stories, learning new vocabulary. Writing</p>	<p>Word Reading Blend sounds into words so they can read short words made up of known sounds. Phonics Letters and Sounds- Little Wandle Phase 3</p>	<p>Word Reading Blend sounds into words so they can read short words made up of known sounds. Phonics Letters and Sounds- Little Wandle Phase 3</p>	<p>Word Reading Read some letter groups that represent one sound (diagraphs) Phonics Letters and Sounds- Little Wandle Phase 3</p>	<p>Word Reading Read some letter groups that represent one sound (diagraphs) Phonics Letters and Sounds- Little Wandle Phase 3</p>	<p>Word Reading Read some common exception words Phonics Letters and Sounds- Little Wandle Phase 3</p>	<p>Word Reading read some longer words made up of letter-sound correspondences they know: ‘rabbit’ ‘rubber’ Phonics Letters and Sounds- Little Wandle Phase 3</p>
	<p>Comprehension Use vocabulary and forms of speech that are increasingly</p>	<p>Comprehension name the different parts of a book</p>	<p>Comprehension Use vocabulary and forms of speech that are increasingly</p>	<p>Comprehension Engage in conversation and learn new vocabulary</p>	<p>Comprehension Learn a wider range of vocabulary</p>	<p>Comprehension Recognise rhymes in sentences.</p>

<p>Use some of their print and letter knowledge in their early writing. Form lower-case and capital letters correctly.</p>	<p>influenced by their range of books.</p>		<p>influenced by their range of books.</p>			
	<p>Writing Form lower-case and capital letters correctly. LO: Write instructions for planting a bean.</p>	<p>Writing Spell words by identifying the sounds and then writing the sound with letter/s. LO: Write a letter to the three bears.</p>	<p>Writing Write short sentences with words with known sound-letter correspondences L.O.: To write a retell of a familiar story.</p>	<p>Writing Spell words by identifying the sounds and then writing the sound with letter/s. L.O: Write some information about China.</p>	<p>Writing Write short sentences with words with known sound-letter correspondences. LO: Write a set of instructions.</p>	<p>Writing Spell words by identifying the sounds and then writing the sound with letter/s. LO: Write a rhyme.</p>
<p>Mathematics (M) Number Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5. Numerical Patterns Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.</p>	<p>Subitising</p>	<p>Counting, ordinality and cardinality</p>	<p>Composition</p>	<p>Composition</p>	<p>Composition</p>	<p>Shape</p>
	<p>shape</p>	<p>Composition</p>	<p>Measure distance</p>		<p>Measure Weight</p>	<p>Subitising</p>
	<p>Subitise within 5 focusing on die patterns</p>	<p>Counting – focus on ordinality and the 'staircase' pattern</p>	<p>Focus on 5</p>	<p>Focus on 6 and 7 as '5 and a bit'</p>	<p>Compare sets and use language of comparison: more than, fewer than, an equal number to</p>	<p>Composition of 5</p>
	<p>Match numerals to quantities within 5</p> <p>Name 3-D shapes</p> <p>Explore properties of rolling and sliding.</p>	<p>See that each number is one more than the previous number</p> <p>Composition of 5.</p>	<p>Non - standard measuring of distance. Using vocabulary- furthest/shortest/distance/ travel.</p>		<p>Make unequal sets equal</p> <p>Compare weight using balance scales.</p>	<p>Parts of 5.</p> <p>3D shapes</p> <p>3D shapes in the environment</p>
<p>Understanding the World (UTW) Past and Present Begin to make sense of their own life story and family's history. People, Culture and Communities . Talk about members of their immediate family and community. Name and describe people who are familiar to them. The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Past and Present Talk about their own families.</p>	<p>Past and Present We understand that some stories were written a long time ago.</p>		<p>Past and Present We understand that some stories were written a long time ago.</p>		<p>Past and Present We understand that some stories were written a long time ago.</p>
	<p>People, Culture and Communities Compare and contrast characters from stories, including figures from the past.</p>	<p>People, Culture and Communities Compare and contrast characters from stories, including figures from the past.</p>	<p>People, Culture and Communities talk about children's experiences of bravery, difficult choices and kindness.</p>	<p>People, Culture and Communities Continue developing positive attitudes about the differences between people. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>People, Culture and Communities talk about children's experiences of bravery, difficult choices and kindness.</p>	<p>People, Culture and Communities talk about children's experiences of bravery, difficult choices and kindness.</p>
	<p>The Natural World We can find natural resources in our EYFS garden. Plant seeds and care for growing plants.</p>	<p>The Natural World Talk about the differences between materials and changes they notice.</p>	<p>The Natural World Explore and talk about different forces they can feel.</p>	<p>The Natural World Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>The Natural World Talk about the differences between materials and changes they notice.</p>	<p>The Natural World Explore the world around them.</p>
<p>Expressive Arts and Design (EAD) Creating with Materials</p>	<p>Creating with Materials Explore different materials freely, to develop their</p>	<p>Creating with Materials Develop their own ideas and then decide which materials to use to express them.</p>	<p>Creating with Materials Join different materials and explore different textures.</p>	<p>Creating with Materials Explore colour and colour mixing.</p>	<p>Creating with Materials Join different materials and explore different textures.</p>	<p>Creating with Materials</p>

<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises. Being Imaginative and Expressive</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.</p>	<p>ideas about how to use them and what to make.</p> <p>Collage of the beanstalk.</p>	<p>Building a raft to rescue the bear.</p>	<p>Building a house for the three pigs out of polydron.</p>		<p>Creating a bridge for the gingerbread man to cross the river.</p>	
	<p>Being Imaginative and Expressive</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Being Imaginative and Expressive</p> <p>Create collaboratively, sharing ideas, resources and skills. Creating a teddy bears picnic.</p>	<p>Being imaginative and Expressive.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits. Construction are-a three little pigs homes with various construction- wooden blocks, twigs, lego, polydron</p>	<p>Being Imaginative and Expressive</p> <p>Chinese New Year – introduce children to traditional Chinese music. Is it similar or different to music they hear at home? Describe the music. How does it make them feel? Learn to sing Chinese song.</p>	<p>Being Imaginative and Expressive</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Gingerbread man bakery role play</p>	<p>Being Imaginative and Expressive</p> <p>Begin to develop complex stories using small world equipment Puppet show</p>
<p>Music (Music Express)</p>		<p>Rhythm Skills builder LO: Clap and tap a beat on body parts. (lesson 1 and 2)</p>	<p>Rhythm Skills builder LO: Make a beat using rhythm sticks. Lesson 3 and 4.</p>	<p>Rhythm Skills builder LO: Make a beat using rhythm sticks. Lesson 5 and 6</p>	<p>Rhythm Skills builder LO: Keep the beat of a rap.</p>	<p>Rhythm Skills builder LO: Learn a new beat. Lesson 6 and 7.</p>
<p>Art (Access Art)</p>	<p>Romero Britto Pop Art</p>	<p>Make a raft- junk modelling</p>	<p>Using Materials</p>	<p>Willow pattern plate-painting with fine paintbrushes</p>	<p>Access Art- Exploring the Power of Creativity</p>	