



Reception Literacy Medium Term Plan – Spring 2 – Heroes and Villains

Communication and Language
Listening, Attention and Understanding
<p>Follow instructions with two steps ‘Go the toilet and put on your coat.’</p> <p>Sit and listen to a story with or without pictures, answering questions to show their understanding (see Literacy – comprehension)</p> <p>Understand and use new vocabulary in different contexts.</p> <p>Engage with both fiction and non-fiction texts.</p> <p>Enjoy listening to stories.</p>
Speaking
<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Explain how things work and why they might happen.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>
Fine Motor Skills
<p>Write recognisable letters and numbers that are becoming more consistent in size.</p> <p>Cut with scissors showing increasing control and precision.</p> <p>Choose and use small tools for specific purposes.</p>
Literacy
Comprehension
<p>Retell a story with greater coherency.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Retell a story using full sentences with some reference to language from the text.</p>
Word Reading
<p>Blend sounds to read words.</p> <p>Read ditties and beginning to read Red level story books.</p>
Writing
<p>Beginning to split simple phrases into words, build and record these words using phonic knowledge.</p>

Key Texts	Focus skills and knowledge	Suggested activities	Format of teaching	Key vocabulary
Pirates are Coming Pirates Love Underpants	Understand and use new vocabulary	Treasure map – labelling key features – link to Maths positional language. Simple instructions	Daily name writing practice.	pirates treasure cutlass telescope pirate ship



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	<p>in different contexts.</p> <p>Engage with both fiction and non-fiction texts.</p> <p>Articulate my ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Explain how things work and why they might happen.</p> <p>Retell a story with greater coherency.</p>	<p>around the map for more able children.</p> <p>What's in my treasure chest?</p> <p>Labelling, phrase writing. E.g. a gold ring</p> <p>WANTED poster – developing children's descriptive language – writing phrases or simple sentences: (He has) a big hat</p> <p>What can you see through your telescope? Link to children's learning about the crow's nest, what would you see through your telescope?</p> <p>Explore different environments (UTW link) and describe. I can see... I can see...</p> <p>Encourage children to use 'and' if they are ready to do so.</p> <p>Retelling parts of the story using pictures to support.</p>	<p>Daily shared text linked to weekly book.</p> <p>Sentence of the day.</p> <p>Daily phonics taught in ability groups.</p> <p>Story/Nursery rhymes during snack time.</p> <p>15 minute Literacy lesson (links to Literacy and UtW objectives)</p> <p>Phonics recap – opportunity to blend and segment CVC words.</p> <p>Children ready for writing will be asked to write 2-3 times weekly with an adult to prompt. Writing activities that are linked to the week's text are available in the writing area for all children to access.</p> <p>Those not ready, will be encouraged to practise sound writing daily and develop their fine and gross motor control.</p>	<p>crow's nest map</p> <p>x marks the spot</p> <p>compass north south east west</p>
<p>My Mum is a Superhero</p>	<p>Understand 'why' questions, like: "Why do you think the</p>	<p>Linked to Mother's Day celebration</p> <p>Painting/drawing pictures of our mums – descriptive language, encourage full spoken sentences. 'My mum has blond hair'. Use</p>	<p>special super power hero city villain talent</p>	



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	<p>caterpillar got so fat?”</p> <p>Retell a story using full sentences with some reference to language from the text.</p> <p>Beginning to split simple phrases into words, build and record these words using phonic knowledge.</p>	<p>‘and’ to connect ideas.</p> <p>My Mum is a superhero because... I love my Mum because...</p> <p>Creating our own superhero/villain character – watch a short superhero comic style clip, look at the superhero and villain in the clip.</p> <p>Create our own superhero or villain – encourage children to answer why and how questions.</p> <p>Describe their character using full sentences.</p> <p>Comic strip – children to add speech. What might the characters be saying?</p>		
Supertato		<p>Character speech bubbles – lots of speech in these books. What might the characters say to each other?</p> <p>Potato fact file – Use ‘Field to fork’ video to find out where potatoes come from and planting experience to create a simple fact file</p>		<p>healthy unhealthy fruit vegetables seeds dissolve plant grow water sun</p>



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		<p>about potatoes. <i>Potatoes grow in soil. Potatoes grow roots. They need water and sun light.</i> Describing the Evil Pea, creating our own 'Evil vegetable' – How and why questions. Creating and describing. Ways to stay healthy – caption/sentence writing to accompany pictures. Stay healthy poster.</p>		
<p>Superworm</p>		<p>Learning about worms from non-fiction texts. Articulating ideas in fully formed sentences with connectives when explaining what they know about worms. Creating a wormery – simple instructions about how to create a wormery. Going on a Minibeast hunt – following instructions, using new language. Choose a minibeast and play 'What am I?' Can children describe their chosen minibeast in coherent sentences?</p>		<p>pedestrian road safety worm wormery compost minibeasts habitat prey predator food chain</p>



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		<p>Other children to ask questions to find out more.</p> <p>Annotating pictures from the story, encouraging retell and sentence writing with a prompt.</p>		
<p>A Superhero Like You</p>		<p>What are the roles of each of the professions in the story? What do they do? Children to articulate their ideas in full sentences.</p> <p>Model recording some of their ideas.</p> <p>What would you like to be when you are older? Thinking about how and why questions.</p> <p>What does Lily's mum do as a job? How do we know? Can we label/caption write to describe her in relation to her job? <i>She wears a white coat, she help people when they are sick...</i></p> <p>What real life superheroes do we know? What do our family members, neighbours or friends' parents do? Can we talk about</p>		<p>nhs emergency services safer strangers job work career nurse doctor surgeon teacher fire fighter police officer</p>



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