

**Our Approach:** We believe that high levels of child involvement lead to accelerated levels of progress. Our environment is set up to give children the opportunity to self-manage, to take initiative and self-direct their learning. There are some skills which need to be explicitly taught and so adult directed activities take place at various points throughout the day. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we will be encouraging through play and through our direct teaching.



**Medium Term Plan**      **Year:** Reception      **Term:** Spring 1

**Maths**

Maths					
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- Show numbers to 5 using their fingers</li> <li>- See that 5 can be partitioned into 3 and 2.</li> <li>- Find ways to partition a set of 5.</li> <li>- Use what they know about 5 to work out a hidden number.</li> <li>- Explore and compare length</li> </ul> <p><b>Inside Opportunity:</b></p> <p>Provide 5 toy frogs or 5 pictures of frogs and items to represent a log and a pool in a play tray. Allow the children to act out the nursery rhyme and play similar hiding games to those played in the session activities.</p> <p><b>Outside Opportunity:</b></p> <p>Place a large hoop and 5 small beanbags outside for throwing practice. How many beanbags landed in the hoop? How many did not? How many beanbags are there altogether?</p>	<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>Represent 4 in different ways on a die frame</li> <li>- Use their fingers to represent 6 as '5 and a bit'</li> <li>- Match die representations of numbers 1-6 to representations on their fingers</li> <li>- Add another block to make 7</li> <li>- Explore height</li> </ul> <p><b>Inside Opportunity:</b></p> <p>Provide the double dice frame and pictures of Numberblocks aliens for the children to re-enact their own alien stories.</p> <p><b>Outside Opportunity:</b></p> <p>Offer opportunities for the children to reinforce their subitising to 6 skills by playing track games both indoors and outdoors (drawn with chalk) using a die.</p>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- Use 'more than' and 'fewer than' to describe quantities</li> <li>- say when they can see that someone has more or fewer of the same kind of object</li> <li>- Know that it is quantity – not colour or size – that determines if 1 set has more or fewer of the same type of object than another</li> <li>- Use the words 'an equal number' to say when there is the same number of items in 2 sets</li> <li>- Compare height</li> </ul> <p><b>Inside Opportunity:</b></p> <p>Provide clipboards, paper and pencils for the children to use to collect data from their classmates.</p> <p><b>Outside Opportunity:</b></p> <p>Offer opportunities for the children to build towers both inside and outside. I wonder – do the tallest towers always have the most blocks?</p>	<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- Revisit the principles of counting</li> <li>- Explore '5 and a bit' ways to make numbers between 6 and 10</li> <li>- Investigate the '1 more/1 less' pattern of the base-10 counting system</li> <li>- Describe the '1 more/1 less' relationship of numbers to 10</li> <li>- Talk about time</li> </ul> <p><b>Inside Opportunity:</b></p> <p>Use a washing line to display representations of quantity to 8. Oh no! [...] has been into class and muddled up our washing line again! I wonder if you can put the cards in the correct order?</p> <p><b>Outside Opportunity:</b></p> <p>Ask the children to throw objects (e.g. bean bags) into a bucket or hoop. How many can you get on target? Count as you go!</p>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>- Represent 8 as '5 and 3 more'</li> <li>- Explain and describe how to order quantities to 10</li> <li>- Reason about which numbers are 'more than' others.</li> <li>- Notice when numbers are increased or decreased and explain their thinking</li> <li>- Order and sequence time</li> </ul> <p><b>Inside Opportunity:</b></p> <p>Provide images of the Numberblocks and materials (e.g. strips/squares of card, paper or fabric) to make beds for the characters. <i>What can you tell me about the beds that you've made? Can all the Numberblocks fit into this bed? Why/why not?</i></p> <p><b>Outside Opportunity:</b></p> <p>Provide opportunities to roll large dice and play track games outside. Use pre-painted tracks or draw your own with chalk, and encourage the children to step/jump/hop along the tracks the number of times shown on the die. <i>Who has rolled more? Who has moved the most?</i></p>	

**Supported and developed through:**

- Daily 'Mastering Number' sessions
- Opportunities to explore mathematical concepts independently within Continuous Provision both in the Mathematical Area and in the wider environment
- Adult interactions within the Continuous Provision build on concepts explicitly taught in class and take account of each child's mathematical development

**English - Phonics and word reading**

Week 1	Week 2	Week 3	Week 4	Week 5	
ai ee igh oa	oo oo ar or  <b>Tricky words:</b>  was you they	ur ow oi ear  <b>Tricky words:</b>  my by all	air er  <b>words with double letters:</b> dd, mm , tt, bb, rr, gg, pp, ff  <b>Tricky words:</b>  are sure pure	longer words   <b>Tricky words:</b>  Review all	

**Supported and developed through:**

- Little Wandle phonics
- Reading with children; directly taught sessions and within the Continuous Provision
- Phase 3 graphemes
- Interventions for identified children
- Hitherfield Heroes read with children who need additional practice

**English - Core text and Writing**

Week 1	Week 2	Week 3	Week 4	Week 5	
					

**Objectives:**

- Developing pencil grip and working towards tripod grip if appropriate for the child's stage of development
- Form lower case letters correctly once they have been explicitly taught
- Identify sounds in words
- Spell words by identifying the sounds and then writing the sound with letter/s - using known grapheme- phoneme correspondences

**Supported and developed through:**

- Once weekly handwriting sessions developing patterns or letter formation as appropriate
- Introduce 'Drawing Club'
- Adults will support letter formation using Little Wandle formation phrases
- Adults modelling writing captions or labels for constructions
- Adults modelling writing within the continuous provision
- Motivate children to write by providing opportunities in a wide range of ways, such as: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.
- Children enjoy having a range of pencils, crayons, chalks and pens to choose from
- Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames

**English - Comprehension**

**Additional Texts for Story Time**



**Objectives:**

- Engage in Storytime
- Listen to and talk about stories to build familiarity and understanding.

**Supported and developed through:**

- Daily storytime in class ensure children are exposed to and have opportunity to talk about a range of high quality texts
- Display quality books in attractive book areas
- Join in with children during small world play, taking on different roles

## Communication and Language

### Objectives:

- **Use talk to organise thinking**
- Ask questions to find out more (using prompts)
- Have conversations with adults and peers (modelling and support if necessary)
- Begin to understand why and how questions
- **Describe events in some detail** (events that have happened, are happening or will happen) using picture prompts or stem sentences
- **Use new vocabulary in different contexts**

### Supported and developed through Continuous Provision by:

- High quality interactions between adults and children are key
- Adults will watch and observe children and ensure progress through: *communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges*
- Small world opportunities enhanced where appropriate

### Adult directed activities:

- Continue daily story time, ensuring children are exposed to a range of text types
- Learn a Poem of the half term - 'If I was a superhero'
- Show and tell and time with opportunities for other children to ask clarifying questions

## Personal Social Emotional Development

### Objectives:

- **Identify and moderate feelings socially and emotionally**
- Know how to play with others and begin to find solutions without adult input
- Focus during longer whole class sessions
- Follow two step instructions
- **Know and talk about the different factors that support their overall health and wellbeing:**
  - **toothbrushing** (dentist)
  - **healthy eating** (Eat them to Defeat them)
  - **regular physical activity** (PT visit)
- **UW: Talk about members of their immediate family and community**
- Extend their knowledge about the lives of people around them and their role in society

### Supported and developed through Continuous Provision by:

- Developing expressing feelings using zones of regulation throughout the day
- Continue to explore the Hitherfield Learner Dispositions: creative
- Choice within the provision; self selecting tools to carry out tasks

### Adult directed activities:

- Introduction of 'must do' activities



- Engage with the Eat Them To Defeat Them Campaign during carpet sessions and at lunchtimes
- Oral hygiene
- Visit from a real life superheroes e.g. doctor, nurse, dentist, midwife

## Physical Development

### Fine Motor Objectives:

- Use a tripod or effective grip
- Use a hammer and begin to use a screwdriver

### Gross Motor Objectives:

**- Progress towards a more fluent style of moving, with developing control and grace**

### Taught PE session - movement through dance, gym & games - All about superheroes!

- Travel and stretch in a range of different ways
- Move around, under, over and through different objects and equipment.
- Join a range of different movements together.
- Change the speed of their actions and the style of their movements
- Create a short movement phrase which demonstrates their own ideas.

### Supported and developed through Continuous Provision by:

- Specific fine motor area utilised to develop cutting, threading, picking up and manipulating small objects - for identified children this is now a 'must do' activity daily
- Continuous provision offers a range of opportunities to develop: threading and sewing, pouring, stirring, using spray bottles, dressing and undressing dolls, playing with small world toys and making models with junk materials, construction kits and malleable materials like clay.
- Encourage children to draw freely
- Support with holding and using utensils whilst the children are eating lunch
- Opportunities for children to put on and take off clothes including shoes and buttons

### Adult directed activities:

- Drawing Club introduced through Core Text
- Opportunity to engage in the woodwork area
- Once weekly handwriting sessions beginning to develop pencil grip and posture for handwriting if children have appropriate shoulder strength and ability to rotate wrists
- Children use appropriate pencils or use pencil grips if required
- Following and creating patterns on a large and small scale

### Supported and developed through Continuous Provision by:

- Continuous provision offers a range of opportunities for climbing, large scale building and construction, balancing, pushing and pulling, wheeled objects such as wheelbarrows, prams
- Games area offers a range of opportunity to develop throwing and catching, ball skills, skipping, ribbon twirling and using hoops
- Children to access balance bikes and pedal bikes as appropriate
- Opportunity to play on large scale climbing equipment in the trim trail
- Encourage children to take risks and talk to them about how to stay safe

### Adult directed activities:

- Weekly PE lessons with a focus on dance

## Understanding the World

<p><b>Objectives: Past and Present and People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>- <b>Talk about members of their immediate family and community</b></li> <li>- <b>Name and describe people who are familiar to them</b></li> <li>- Talk about the occupations of people in society</li> <li>- Talk about how Lunar New Year is celebrated around the world</li> </ul>	<p><b>Objectives: The Natural World:</b></p> <p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>- Explore how to change how things work</li> <li>- Explore how the wind can move objects</li> <li>- Explore how objects move in water</li> </ul>
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<p><b>Supported and developed in Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Doctor's surgery or superhero role play space</li> <li>- Introduction to different buildings and building techniques within the construction area</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Discussing job roles</li> <li>- Visits from people with different jobs</li> </ul>	<p><b>Supported and developed in Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Provide the opportunity to explore the following within Continuous Provision: Pushing and pulling; Floating and sinking; Throwing, dropping, rolling and flying; Compressing and stretching; Magnets and magnetic objects</li> </ul> <p><b>Adult directed activities:</b></p> <p>Use opportunities to talk about forces through Core texts and during storytime.</p> <p><b>Outdoor learning opportunities include:</b></p> <ul style="list-style-type: none"> <li>- TBC</li> </ul>
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**Expressive Arts and Design**

<p><b>Creating With Materials:</b></p> <ul style="list-style-type: none"> <li>- <b>Look and talk about what they have produced describing simple techniques and media used.</b></li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>- Decide what they are going to draw before they begin</li> <li>- Deliberately try to combine shapes and lines together and their pictures start to look like the images they describe</li> <li>- Draw images such as animals, houses, vehicles, trees, plants, flowers and rainbows.</li> <li>- Include details – such as drawing a house with a door, windows, roof and chimney.</li> <li>- Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>- Start to produce different patterns and textures from observations, imagination and illustrations.</li> </ul>	<p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>- <b>Watch and talk about dance and performance art, expressing feelings and responses (P.E.)</b></li> <li>- <b>Explore and engage in music making and dance, performing solo or in groups</b></li> </ul>
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<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Enhancements in role play to reflect current learning</li> <li>- Role play and small world</li> <li>- Provide space for children to keep their creations and provide 'talk time' opportunities for them to share</li> <li>- Provide free choice and process driven art activities - junk modelling</li> </ul>	<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Children to utilise the stage area within Continuous Provision</li> <li>- Adults play with children in the Continuous Provision suggesting and modelling ways for children to build on their storylines</li> </ul> <p><b>Adult directed activities:</b></p>
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**Adults are aware of the stages of development in terms of art and design but might introduce children to:**

- Scissors and shaped scissors
- Joining surfaces using: tape, bands, paperclips, tags and hole punchers
- Painting using smaller paintbrushes and other tools such as sticks and cotton buds
- Printing in dough
- Mixing colours with a purpose and start to identify colours that combine

**Adult directed activities:**

- Introduce 'Drawing Club' through core texts
- Step by step drawing of a superhero
- Tracing Chinese symbols as part of lunar New Year celebration
- Model planning sheets for construction areas and art and design areas

- Weekly singing assembly
- Opportunities to observe and watch dance performances in PE