

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 2

Theme: Animals and their Habitats

Maths

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>- Visualise arrangements and use gestures to describe the numbers within a whole set.</p> <p>- Investigate ways of making 7 with two parts</p> <p>- Work out the missing part of 7 using the '5 and a bit' structure.</p> <p>- See that 7 can be composed in different ways</p> <p>- Explain their understanding of the composition of 7.</p> <p>- Recognise and name 3d shapes</p> <p>Inside Opportunity:</p> <p>Provide number plates that represent 7 and some number pegs, counters or beads in 2 different colours for the children to use for matching activities that expose the composition of 7.</p> <p><i>How many ways can you fill the holes in the number plates with the 2 colours? What do you notice?</i></p> <p>Outside Opportunity:</p>	<p>Practise identifying when 2 sets are equal in number</p> <p>Identify when a double is shown and explain why</p> <p>Use objects to make doubles patterns and describe what they can see</p> <p>Visualise doubles patterns to 5 and 5</p> <p>Find 2d shapes within 3d shapes</p> <p>Inside Opportunity:</p> <p>Provide butterfly outlines for decorating to show patterns of doubles.</p> <p>Use mirrors to explore making arrangements of objects and seeing their double.</p> <p>Provide dice for the children to roll, a sand timer, and mark-making equipment for them to record scores for when 2 dice showing the same number are rolled.</p> <p>Outside Opportunity:</p>	<p>Say what the whole is when there are 2 equal parts</p> <p>Describe attributes that they notice for a group of objects</p> <p>Sort the Numberblocks using the criteria 'odd blocks' or 'even tops'</p> <p>Describe attributes of the Numberblocks</p> <p>Use 3d shapes for tasks</p> <p>Inside Opportunity:</p> <p>Place some empty containers and a collection of small items in a play tray for the children to sort however they like. Tell me why you have sorted them like that. Some children may want to record what they have sorted.</p> <p>Outside Opportunity:</p> <p>When the children are engaging in block play, encourage them to work with a partner to build a tower with the same number and size of bricks and place them next to each other,</p>	<p>Revisit rules for how to count</p> <p>Count things that cannot be seen – actions</p> <p>Discuss and practise strategies for counting larger sets by moving images</p> <p>Practise counting on from a given number</p> <p>3d shapes in the environment</p> <p>Inside Opportunity:</p> <p>Supply a range of appealing objects and various containers for the children to make collections.</p> <p>Lay out laminated pictures of interesting collections of objects that the children can tag with dry-wipe markers.</p> <p>Outside Opportunity:</p> <p>Place skittles or similar games in the outdoor environment, so the children can count while they play. For example, how many skittles can they knock down; how many times can</p>	<p>Visualise, make and describe spatial arrangements of 6.</p> <p>Listen to rhythmic patterns of up to 5 sounds and determine the quantity.</p> <p>Recognise Numberblocks and related doubles patterns on their fingers without counting.</p> <p>Subitise doubles amounts shown on 10-frames.</p> <p>Identify more complex patterns</p> <p>Inside Opportunity:</p> <p>Supply paint and printing materials for the children to use to make their own patterns of 6. <i>Are there any patterns where it's easier to see 6?</i></p> <p><i>Provide 10-frames and sets of at least 6 small objects (e.g. counters, gems, shells, buttons, etc.) for the children to use to make their own collections. Place numeral, finger pattern or Numberblock cards next to</i></p>	<p>Identify a missing part of 5.</p> <p>Identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2.</p> <p>Identify arrangements of 6 or 7 objects</p> <p>Represent numbers 6 – 9 on their fingers as '5 and a bit'.</p> <p>Copy and continue patterns</p> <p>Inside Opportunity:</p> <p>Provide opportunities for the children to play independent games with 5 double-sided objects (e.g. counters, beanbags, etc.), as described in the Small group work section. <i>How do you know that you still have 5? Can you show me on your fingers?</i></p> <p>Supply the children with pictures of kittens and 'beds' (e.g. strips of card or</p>

<p>Place a hoop and 7 beanbags outside for throwing practice.</p> <p><i>How many beanbags landed in the hoop? How many did not? How many beanbags are there altogether?</i></p>	<p>Draw large chalk outlines in the playground (e.g. circles, squares, rectangles) and divide them with a line down the centre. Ask the children to make a pattern on 1 side of the shape and then to copy or repeat it on the other side. How many objects/ chalk pictures do we have? How many do we need?</p>	<p>identifying the 'flat top' made by 2 equal groups.</p>	<p>they catch a beanbag; how many steps can they take around an obstacle course without touching the ground?</p>	<p><i>the 10-frames as target numbers for the children's collections. How many ways can we make 6 on these 10-frames? Which ways make it easier to see 6?</i></p> <p>Outside Opportunity: Place a container of marbles and cardboard tubes in a play tray layered with e.g. sand/fabric/cotton wool. Ask the children to take a handful of marbles and roll them down the tubes and into the tray. <i>How many can you see in this group? Can you spot any groups of 6? When do you need to count?</i></p>	<p>wooden blocks) to use to re-enact the rhyme. <i>How many kittens are on the bed? How many have bumped their heads? Can you draw a picture to show me?</i></p> <p>Outside Opportunity: Provide representations of 6 to 9 for the children to play matching games.</p>
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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	Assessment Week
<p>Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>No new tricky words Review all taught so far Secure spelling</p>	<p>Review Phase 3: er air Words with double letters Longer words</p> <p>No new tricky words Review all taught so far Secure spelling</p>	<p>Words with two or more digraphs</p> <p>No new tricky words Review all taught so far Secure spelling</p>	<p>Longer words Words ending in -ing Compound words</p> <p>No new tricky words Review all taught so far Secure spelling</p>	<p>Longer words words with s in the middle /z/ s Words ending -s Words with -es at end /z/</p> <p>No new tricky words Review all taught so far Secure spelling</p>	

Supported and developed through:

- Little Wandle phonics
- Reading with children; directly taught sessions and within the Continuous Provision
- Review Phase 3
- Review all tricky words thought so far
- Interventions for identified children
- Hitherfield Heroes read with children who need additional practice

English - Core text and Writing

Week 1



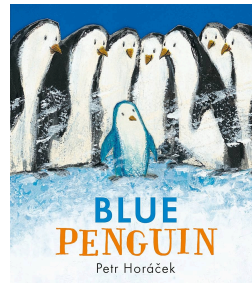
Drawing Club

Week 2



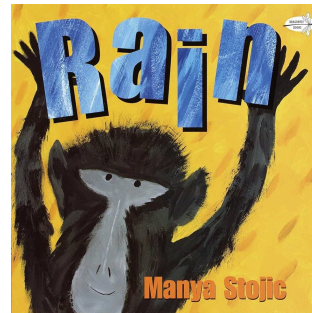
Introduction to habitats and animals

Week 3



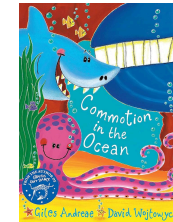
Antarctic

Week 4



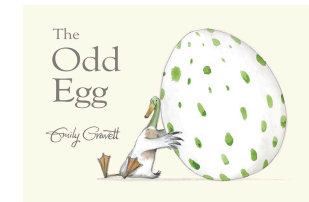
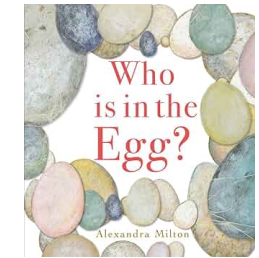
African Savannah

Week 5



Ocean

Week 6



Animals that lay eggs (link to Easter)

Objectives:

- Start to spell some common exception words - 'tricky words'
- Spell words by identifying the sounds and then writing the sound with letter/s, using known grapheme- phoneme correspondences

Supported and developed through:

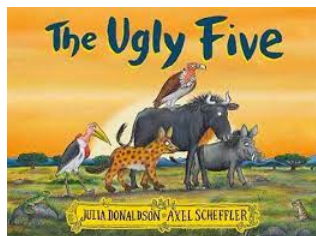
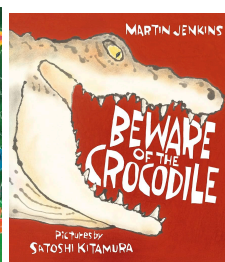
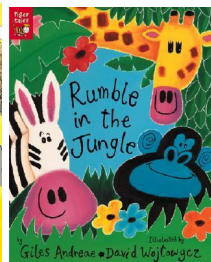
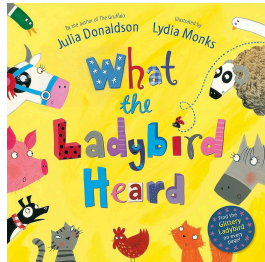
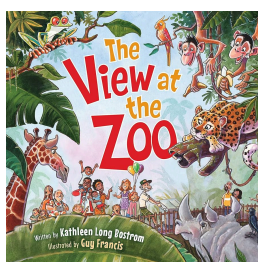
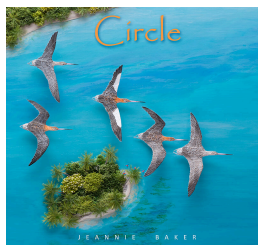
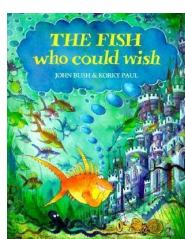
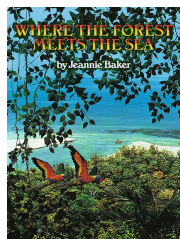
- Weekly modelled writing session and writing challenge
- Drawing Club -enhanced reading and writing opportunities
- Weekly handwriting sessions
- Explicitly taught spelling through Little Wandle sessions
- Explicitly taught sentence writing through Little Wandle
- Adults modelling writing captions or labels for constructions
- Adults modelling writing within the continuous provision
- Adult will support letter formation using Little Wandle formation phrases

English - Comprehension

Additional Texts for Story Time

Objectives:

- **Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary**
- Use vocabulary from books, rhymes and poems during their independent play



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 (Listening, Attention and Understanding):

- **Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary**
- Understand who, where, when, what, why and how questions
- Engage in non-fiction books

Objectives (Speaking):

- **Connect one idea or action to another using a range of connectives**
- **Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words**
- **Listen to and talk about stories**

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 where appropriate according to children's interests and topics

Adult directed activities:

- Continue daily story time, ensuring children are exposed to a range of text types
- Learn a Poem of the half term - Commotion in the Ocean

- Show and tell and time with opportunities for other children to ask clarifying questions

Personal Social Emotional Development

Objectives (Self-regulation):

- Set a simple goal and work towards it

Objectives (Managing Self):

- Practice doing up a zip on a coat
- Practice doing up buttons on a coat
- Spend a sustained period of time engaged in an activity

Objectives (Building Relationships):

- **Begin to build constructive and respectful relationships**
- Take turns with little support

Supported and developed through Continuous Provision by:

- Adult modelling
- Encourage children to find resolutions and compromises by supporting discussion
- Supporting interactions within the provision

Adult directed activities:

- Carpet sessions on what makes a good friend and finding solutions
- Engage with the Eat Them To Defeat Them Campaign during carpet sessions and at lunchtimes

Physical Development

Fine Motor Objectives:

- Accurately draw lines, circles and shapes to draw pictures
- Form most letters correctly
- Begin to use a saw

Gross Motor Objectives:

- **Further develop and refine a range of ball skills**
- **Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball**

Taught PE session - Best of Balls!

- To develop the ability to control a ball in a range of ways.
- To develop the ability to throw accurately at a target.
- To use throwing skills in a small sided game.
- To be able to use a bat or racket to move and control an object.
- To develop the ability to catch, bounce and kick a ball.

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
- Opportunity to engage in the woodwork area, including use of a saw
- Encourage children to draw freely and colour inside lines
- 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 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
- 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 taught PE session

Understanding the World**Objectives: Past and Present:**

- Answer 'how' and 'why' questions.

Objectives: People, Culture and Communities:**- Recognise some environments that are different to the one in which they live**

- Describe contrasting locations (using stem sentences for support)
- Talk about how Christians celebrate Easter

Objectives: The Natural World:**Animals:**

- Name and describe animals that live in different habitats
- Describe different habitats
- Explore the animals in the surrounding natural environment
- Explore plants and animals in a contrasting natural environment

Seasonal changes:

- Recognise and talk about the signs of Spring

Supported and developed in Continuous Provision by:

- Photographs and books related to a range of habitats
- Use images, video clips and shared texts to bring the wider world into the classroom e.g. jungle, polar, different continents.
- Listen to what children say about what they can see
- Explore Google Earth and atlas books
- Provide globes for children to explore
- Investigation stations based on animals found in a range of habitats
- Observational drawing of spring plants

Outdoor learning opportunities include:

- Looking at the signs of Spring
- Weaving with paper and twigs

Expressive Arts and Design

Creating With Materials:

Joining to make animals masks and animals using junk modelling:

- Join surfaces of different shapes: tape, bands, stitching, paperclips, staples, tags, hole punch
- Combine resources.
- Develop joining techniques e.g. Tabs for glueing and hinges

Being Imaginative and Expressive:

- Learn to sing nursery rhymes and action songs
- Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space

Supported and developed through Continuous Provision by:

- Enhancements in role play to reflect current learning
- Listen to a variety of songs from around the world and dance / respond with drawing etc
- Musical instruments in the environment
- Children use different techniques to create animal masks

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 and imprinting in dough
- Mixing colours with a purpose and start to identify colours that combine

Adult directed activities:

- Weekly singing assembly
- Ask children what nursery rhymes and songs they sing - learn a variety of nursery rhymes / songs from around the world
- Children prepare for and perform in their class assembly