

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: Summer 1

Theme: Growing and Living

Maths

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Composition The children will review the composition of the numbers 6 to 9 using the '5 and a bit' structure, and then begin to explore how 10 can be composed. They will also develop a sense of the 'ten-ness of 10' by making their own collections of 10 objects.</p> <p>White Rose: Identify units of repeating patterns</p> <p>Inside Opportunity: Provide opportunities to continue to use 10 counters. Encourage the children to draw pictures to represent the different ways to make 10 that they find.</p> <p>Outside Opportunity: Leave 10-frames and double dice frames in outdoor spaces, and encourage the children to fill them with objects.</p>	<p>Comparison This week, we will focus on ordinality: considering where numbers to 10 are in relation to each other. Through practical activities and games, the children will reason about numbers and think carefully about which is more or less. They will use linear number tracks to play games that encourage them to compare numbers that are far apart, near and next to each other. (For example, 10 is a lot more than 2 but 5 is only 1 more than 4.)</p> <p>White Rose: Create own pattern rules</p> <p>Inside Opportunity: Provide resources from the session materials for the children to play their own simple track games using soft toys/small world toys as the game players. <i>Don't forget to say the numbers your toy jumps on!</i></p> <p>Outside Opportunity: Draw chalked outlines outdoors for the children to play their own track games by jumping from space to space. <i>Remember – don't count your starting position!</i></p> <p>Supply chalk or craft materials for the children to</p>	<p>Subitising on a Rekenrek Further subitising practice within familiar contexts, a new focus this week will be on subitising beads on a rekenrek. This key piece of equipment will allow the children to continue to develop their subitising skills as they explore the structure of small numbers, while building a foundation for further work in Year 1.</p> <p>White Rose: Explore own pattern rules</p> <p>Inside Opportunity: Drop a large collection of small objects (e.g. marbles, buttons, pom-poms, etc.) onto a tray. Encourage the children to select subitising dot cards for 2, 3 or 4 and to identify where the objects have fallen in groups of 2, 3 or 4</p> <p>Outside Opportunity: Use a large die to play a matching game. When the die is rolled, ask the children to say the number shown without counting. How do they know? Can they match the quantity on the die with a different representation (e.g. a number plate or dot card)? If you have a blank die or a small plain box you could make your own die with non-standard arrangements of dots.</p>	<p>Counting beyond 20 This week's focus is on assessing and deepening the children's understanding of our counting system. The activities included will help you to check their comprehension, and will provide opportunities for further counting experiences.</p> <p>White Rose: Replicate and build scenes and constructions</p> <p>Inside Opportunity: Provide the children with small empty pots and larger bowls from which to scoop small objects, such as counters, bricks or pasta. Encourage the children to scoop small amounts into their pots. <i>How many (e.g.) counters do you think you have in your pot? Shall we count them? How can we make sure that we count them all? Where shall we put them as we count them? How many (e.g.) counters do we have altogether?</i></p> <p>Provide number plates or flashcards to 10 and rekenreks in a play tray. Can the children use the rekenreks to push the amounts shown on the cards/number plates? <i>Do we need to count?</i></p> <p>Outside Opportunity: Encourage the children to build towers by balancing</p>	<p>Patterns within numbers to 10 This week's focus is on assessing and deepening the children's understanding of mathematical relationships within numbers to 10. The activities will help children's comprehension and will provide opportunities for further experience with being mathematically observant, recognising relationships and seeing mathematical structure.</p> <p>White Rose: Visualise from different positions</p> <p>Inside Opportunity: Use 10-frames or double dice frames in classroom routines, e.g. for self-registration or lunch choices. <i>Let me know if you can see a double!</i></p> <p>Use 10-frames or double dice frames for the children to vote on e.g. a class story or choice of fruit for a snack. <i>Have we got more/fewer/an equal number of votes for (e.g.) apples?</i></p> <p>Outside Opportunity: Play games with 10 double-sided objects (e.g. counters or beanbags) by throwing or dropping the objects onto a play tray or into a hoop. <i>How many of 1 colour can</i></p>	<p>Understanding of numbers to 10 This week's activities will help to check the children's understanding of number and determine whether the children can demonstrate key skills:</p> <ul style="list-style-type: none"> - comparing groups of objects that are different sizes/colours/attributes, using the language of comparison - showing (through practical activities) an understanding that numbers can be split into smaller parts - showing (through practical activities) how to recombine parts to make a whole amount - showing that some numbers to 10 can be split into 2 equal parts - knowing that 5 is a key anchor in our number system, from which other numbers may be derived - beginning to generalise about '1 more than/1 less than' within 10 - developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but 4 is only a little bit more than 2. <p>White Rose Describe positions</p> <p>Inside Opportunity:</p>

	use to construct their own track games.		wooden/foam blocks. <i>How high can you build a tower with these blocks? How many blocks have you used?</i> [You could also provide opportunities to discuss which blocks are better placed at the bottom to build the tallest and most stable towers.	<i>you see? How many of the other colour are there? Do you need to count? I wonder if we can drop an equal number of each colour...</i>	Look for opportunities to sing songs that feature numbers to 5 and 10, for example, when the children are lining up. <i>How many children have gone/are left?</i> Ask the children to match numeral cards up to 10 with images or sets of objects up to 10. Outside Opportunity: 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.
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Supported and developed through:

- Daily 'Mastering Number' sessions
- The focused indoor or outdoor maths activity carefully linked to the direct teaching session or that builds on children's interests is now a 'must do' activity across the week
- 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
Phase 4: short vowels CVCC Tricky words: said so have like	Phase 4: short vowels CVCC CCVC Tricky words: some come love do	Phase 4: short vowels CCVCC CCCVC CCCVCC longer words Tricky words: were here little says	Phase 4: longer words compound words Tricky words: there when what one	Phase 4: root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky words: out today	

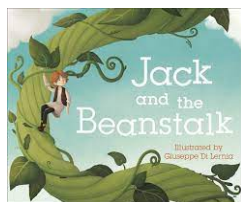
Supported and developed through:

- Little Wandle phonics
- Reading with children; three directly taught sessions per week and within the Continuous Provision
- Review all tricky words thought so far

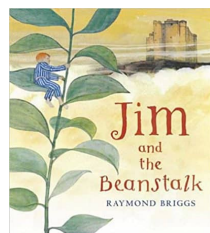
- Interventions for identified children
- Hitherfield Heroes read with children who need additional practice

English - Core text and Writing

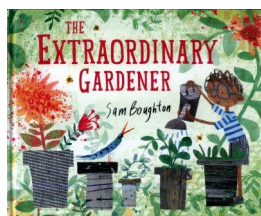
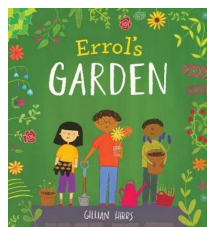
Week 1



Drawing Club



Week 2



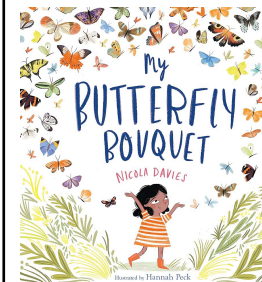
Week 3



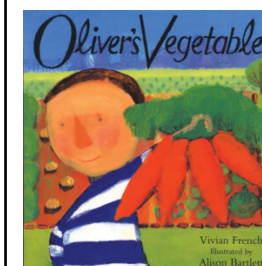
Week 4



Week 5



Week 6



Objectives:

- Spell words by identifying the sounds and then writing the sound with letter/s
- Write a short sentence using a capital letter and sometimes a full stop
- Form almost all letters correctly

Supported and developed through:

- Weekly modelled writing session and writing challenge
- Drawing Club -enhanced reading and writing opportunities
- Weekly handwriting sessions
- Explicitly taught spelling though 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 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
- Focus this term on utilising the performance area to retell and perform familiar stories

Communication and Language

Objectives (Listening, Attention and Understanding):

- **Listen to and talk about stories to build familiarity and understanding**
- Understand who, where, when, what, why and how questions
- **Engage in non-fiction books**

Objectives (Speaking):

- **Articulate their ideas and thoughts in well-formed sentences**
- **Explain how things work and why they might happen**

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 - **This Little Pencil by Matt Goodfellow**
- Show and tell and time with opportunities for other children to ask clarifying questions
- Directed activities (through Growing and Living topic) focus on children articulating their ideas, describing events and connecting sentences

Personal Social Emotional Development

Objectives (Self-regulation):

- Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

- Follow more complex instructions

Objectives (Managing Self):

- Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

- Put a coat on independently including any fastening

Objectives (Building Relationships):

- Begin to build constructive and respectful relationships

- Take turns independently
- Co-operate as part of a group

Supported and developed through Continuous Provision by:

- Adult modelling
- Encourage children to find resolutions and compromises by supporting discussion
- Supporting interactions within the provision
- Choice in the environment with a selection of tools and resources to carry out tasks
- Healthy eating topics and provisions within the environment
- Creating a healthy snack
- Keeping safe on the class trip
- Introduce Hitherfield Learner Dispositions: trust

Adult directed activities:

- Carpet sessions on what makes a good friend and finding solutions

Physical Development

Fine Motor Objectives:

- Develop the foundations of a handwriting style which is fast, accurate and efficient

- Form almost all letters correctly

Gross Motor Objectives:

- Confidently and safely use a range of small apparatus alone and in a group

Taught PE session - Sports Day Activities

- To run in different ways for a variety of purposes.
- To jump in a range of ways, landing safely.
- To throw underarm.
- To throw an object at a target.
- Negotiate space and obstacles safely, with consideration for themselves and others

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
- 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:**

- Sequence two objects or pictures - now/then (baby/now)
- Fit three people / events on a blank timeline (human life cycle or 3 pictures of themselves growing)
- Show images of familiar situations in the past, such as homes, schools, and transport.

Objectives: People, Culture and Communities:

- **Explore the natural world around them**
- Talk about how Muslims celebrate Eid

Objectives: The Natural World:

- **Describe what they see, hear and feel whilst outside**

Plants:

- Explore the plants in the surrounding natural environment
- Grow plants
- Investigate- Does the biggest fruit have the biggest seeds?

Animals including humans:

- Gain an understanding of the human lifecycle
- Investigate: does the tallest person have the largest feet?

Light:

- Explore shadows
- Explore rainbows

Supported and developed in Continuous Provision by:

- Planting seeds and watching them grow
- Keeping a bean diary
- Observational drawings of beans, plants and life cycles
- Observation station: parts of plants and leaves from different trees
- Observing life cycles through keeping butterflies
- Trip to Crystal Palace farm
- Outside doll area role play to talk about how children have changed since they were babies
- Talk about ourselves and how we change over the years; discuss baby photos and compare things they could do then and now
- Earth Day 22nd April 2024- How to look after our planet? Read the book - 'Clean Up' and assembly to focus on this

Outdoor learning opportunities include:

- Bug hotel making within our nature area
- Using magnifying glasses to explore and investigate
- Minibeast hunt

Expressive Arts and Design

Creating With Materials: Natural Art

Printmaking using natural materials:

- Create simple pictures by printing from objects.
- Develop simple patterns by using objects, possibly exploring symmetry.
- Enjoy taking rubbings: leaf, brick, coin
- Enjoy creating pictures using stencils

Healthy Eating:

Create a healthy snack

Being Imaginative and Expressive:

- Explore and engage in music making, performing solo and in groups
- Develop storylines in their pretend play

Music (Singing Assembly):

- Listen attentively, move to and talk about music, expressing their feelings and responses.

- Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs

Supported and developed through Continuous Provision by:

- Enhancements in role play to reflect current learning and may be linked to themes and stories which are familiar
- Provide free choice and process driven art activities - charcoal and pastels
- Observational drawings of beans, plants and life cycles - experimenting with charcoal and pastels
- Children learn to use Seesaw to document the processes that children use to create their own work enabling them to recall and share what they did and what they enjoyed

Adults are aware of the stages of development in terms of art and design but might introduce children to:

- Cutting out a shape and sticking to a line
- Supervised use of more complex cutting tools within the woodwork area
- Joining surfaces using: stitching and staples
- Developing joining techniques such as tabs for glueing and hinges
- Creating textured paint using different techniques such as dabbing, strokes
- Printing patterns and exploring symmetry
- Exploring tone through colour mixing

Adult directed activities:

- Weekly singing assembly