

**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					
<p><b>Week 1 - Counting, ordinality and cardinality</b> (‘staircase’ pattern and ordering numbers)</p> <ul style="list-style-type: none"> <li>- practise counting aloud</li> <li>- revisit the principles of counting</li> <li>- use generalised statements to describe the ‘5 and a bit’ composition of the numbers 6–8.</li> <li>- investigate the ‘1 more/1 less’ pattern of the base-10 counting system</li> <li>- begin to order numbers between 1 and 10, noticing the ‘5 and a bit’ structure</li> <li>- describe the ‘1 more/1 less’ relationship of numbers to 10</li> <li>- work together to order numbers between 1 and 10, noticing the ‘5 and a bit’ structure.</li> </ul> <p><b>White Rose - Explore 3D shapes</b></p> <ul style="list-style-type: none"> <li>- recognise and name 3-D shapes</li> </ul>	<p><b>Week 2 - Comparison</b> (ordering of numbers to 8, use language of less than)</p> <ul style="list-style-type: none"> <li>- subitise arrangements of 6 and NOT 6</li> <li>- order Numberblock images to 8</li> <li>- represent 8 as ‘5 and 3 more’</li> <li>- describe how to place the numbers 1 to 8 in order.</li> <li>- explain how to order quantities to 10</li> <li>- reason about which numbers are ‘more than’ others</li> <li>- consolidate understanding of 8 as ‘5 and 3 more’</li> <li>- notice when numbers are increased or decreased and explain thinking</li> </ul> <p><b>White Rose - Explore 3-D shapes</b></p> <ul style="list-style-type: none"> <li>- find 2-D shapes within 3-D shapes</li> </ul> <p><b>Inside Opportunity:</b> Play the ‘Toppings’ game again from Session 4.</p> <p><b>Outside Opportunity:</b></p>	<p><b>Week 3 - Composition</b> (number 7)</p> <ul style="list-style-type: none"> <li>- use skills of conceptual subitising to describe parts of a whole set</li> <li>- visualise arrangements and use gestures to describe the numbers within a whole set.</li> <li>- investigate ways of making 7 with two parts</li> <li>- use fingers to make and describe 7 as ‘5 and 2 more’</li> <li>- notice when towers are made of 7 or NOT 7 interlocking cubes</li> <li>- work out the missing part of 7 using the ‘5 and a bit’ structure</li> <li>- see that 7 can be composed in different ways</li> <li>- explain understanding of the composition of 7</li> </ul> <p><b>White Rose - Explore 3D shapes</b></p> <ul style="list-style-type: none"> <li>- use 3-D shapes for tasks</li> </ul> <p><b>Inside Opportunity:</b> Provide number plates that represent 7 and some number pegs, counters or</p>	<p><b>Week 4 - Composition</b> (doubles – explore how some numbers can be made with 2 equal parts)</p> <ul style="list-style-type: none"> <li>- practise identifying when 2 sets are equal in number</li> <li>- identify when a double is shown and explain why</li> <li>- say what the whole is when there are 2 equal parts</li> <li>- use objects to make doubles patterns and describe</li> <li>- show doubles patterns on fingers in response to being given the whole</li> <li>- use positional language to describe spatial arrangements of objects</li> <li>- visualise doubles patterns to 5 and 5</li> </ul> <p><b>White Rose - Explore 3D shapes</b></p> <ul style="list-style-type: none"> <li>- identify 3-D shapes in the environment</li> </ul> <p><b>Inside Opportunity:</b> Provide butterfly outlines for decorating to show patterns of doubles.</p> <p>Use mirrors to explore making arrangements of</p>	<p><b>Week 5 - Composition</b> (sort odd and even numbers)</p> <ul style="list-style-type: none"> <li>- say what the whole is when there are 2 equal parts</li> <li>- recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.)</li> <li>- sort objects according to attributes described by an adult</li> <li>- describe attributes for a group of objects</li> <li>- sort and re-sort objects according to their own attributes</li> <li>- describe attributes of the Numberblocks</li> <li>- sort the Numberblocks using the criteria ‘odd blocks’ or ‘even tops’</li> <li>- investigate patterns of doubles</li> </ul> <p><b>White Rose - Explore 3D shapes</b></p> <ul style="list-style-type: none"> <li>- identify more complex patterns</li> </ul>	<p><b>Week 6</b></p> <p>Review and consolidate concepts as identified through teacher assessment</p> <p><b>White Rose - Explore 3D shapes</b></p> <ul style="list-style-type: none"> <li>- copy and continue patterns</li> <li>- Identify patterns in the environment</li> </ul> <p><b>Inside Opportunity:</b> Activity planned to consolidate learning as identified by teacher assessment.</p> <p><b>Outside Opportunity:</b> Activity planned to consolidate learning as identified by teacher assessment.</p>

<p><b>Inside Opportunity:</b> 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> 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>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>	<p>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><b>Outside Opportunity:</b> Place a hoop and 7 bean bags outside for throwing practice.</p> <p><i>How many bean bags landed in the hoop? How many did not? How many bean bags are there altogether?</i></p>	<p>objects and seeing their double.</p> <p><b>Outside Opportunity:</b> 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><b>Inside Opportunity:</b> 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><b>Outside Opportunity:</b> 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, identifying the 'flat top' made by 2 equal groups.</p>	
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**Supported and developed through:**

- Daily 'Mastering Number' or 'White Rose' 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	Week 5
<p><b>Review Phase 3:</b> - ai ee igh oa oo ar or ur oo ow oi ear</p> <p><b>No new tricky words</b> Review all taught so far Secure spelling</p>	<p><b>Review Phase 3:</b> - er air - Words with double letters - Longer words</p> <p><b>No new tricky words</b> Review all taught so far Secure spelling</p>	<p>- Words with two or more digraphs</p> <p><b>No new tricky words</b> Review all taught so far Secure spelling</p>	<p>- Longer words - Words ending in -ing - Compound words</p> <p><b>No new tricky words</b> 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><b>No new tricky words</b> Review all taught so far Secure spelling</p>	<p>Assess and review week</p>

**Objectives:**

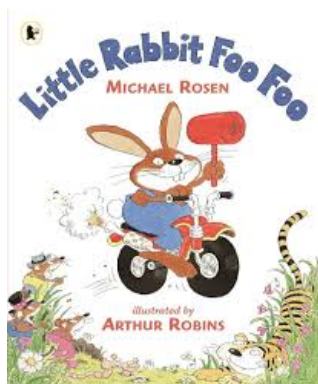
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

**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

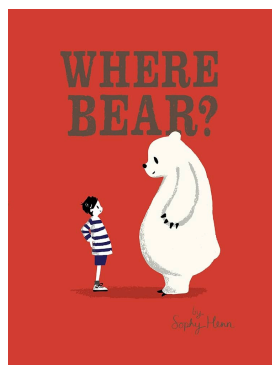
**English - Core text and Writing**

**Week 1**

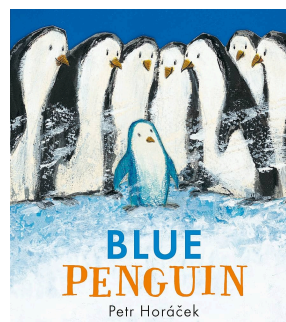


**Drawing Club**

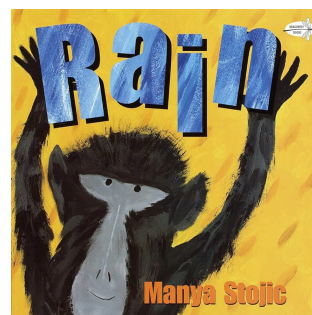
**Week 2**



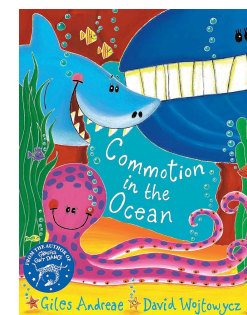
**Week 3**



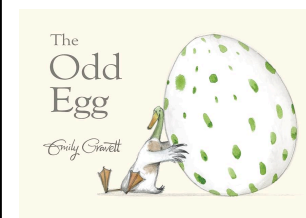
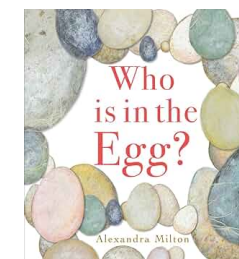
**Week 4**



**Week 5**



**Week 6**



**Objectives:**

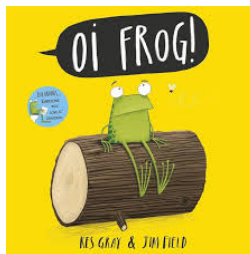
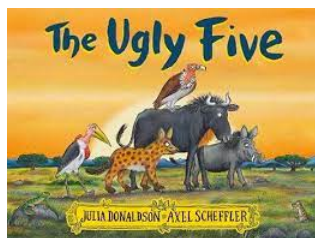
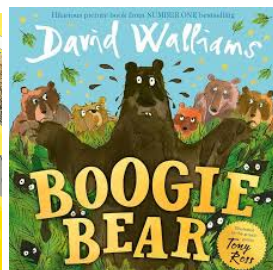
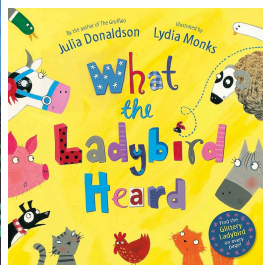
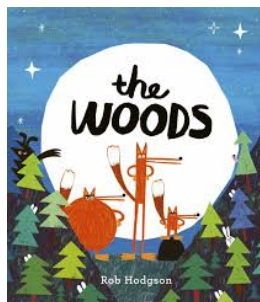
- Begin to write short sentence or phrases with finger spaces

**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 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
- Listen and join in with key lines of poems
- Enjoy listening to and joining in with revisited poetry

## 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):

- **Engage in non-fiction book**
- **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
- **Learn poems, rhymes and songs**
- Follow more complex instructions

### 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**
- Ask questions to find out more and check they understand what has been said to them
- Talk about the non-fiction books they read to develop familiarity with new knowledge and vocabulary

### 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):

**- Identify and moderate feelings socially and emotionally**

- 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 - Dance**

- to move to the count of 8.
- to perform with a partner to the count of 8.
- to work with a partner to perform.
- to perform a dance using 4 actions
- to link new actions with ones we already know.
- to practice and perform a dance about Africa.

<b>Supported and developed through Continuous Provision by:</b> <ul style="list-style-type: none"><li>- Specific fine motor area utilised to develop cutting, threading, picking up and manipulating small objects</li><li>- Opportunity to engage in the woodwork area, including use of a saw</li><li>- Encourage children to draw freely and colour inside lines</li><li>- Support with holding and using utensils whilst the children are eating lunch</li><li>- Opportunities for children to put on and take off clothes including shoes and buttons</li></ul> <b>Adult directed activities:</b> <ul style="list-style-type: none"><li>- Drawing Club through Core Text</li><li>- Opportunity to engage in the woodwork area</li><li>- Once weekly handwriting sessions beginning to develop pencil grip and posture for handwriting if children have appropriate shoulder strength and ability to rotate wrists</li><li>- Children use appropriate pencils or use pencil grips if required</li><li>- Following and creating patterns on a large and small scale</li></ul>		<b>Supported and developed through Continuous Provision by:</b> <ul style="list-style-type: none"><li>- Continuous provision offers a range of opportunities for climbing, large scale building and construction, balancing, pushing and pulling, wheeled objects such as wheelbarrows, prams</li><li>- Games area offers a range of opportunity to develop throwing and catching, ball skills, skipping, ribbon twirling and using hoops</li><li>- Opportunity to play on large scale climbing equipment in the trim trail</li><li>- Encourage children to take risks and talk to them about how to stay safe</li></ul> <b>Adult directed activities:</b> <ul style="list-style-type: none"><li>- Weekly taught PE session</li></ul>			
Understanding the World					
<b>Objectives: Past and Present:</b> <ul style="list-style-type: none"><li>- Answer ‘how’ and ‘why’ questions</li></ul>		<b>Objectives: People, Culture and Communities:</b> <ul style="list-style-type: none"><li>- <b>Recognise some environments that are different to the one in which they live</b></li><li>- Describe contrasting locations (using stem sentences for support)</li><li>- Introduce the world map</li><li>- Talk about how Christians celebrate Easter</li></ul>		<b>Objectives: The Natural World:</b> <b>Animals:</b> <ul style="list-style-type: none"><li>- Name and describe animals that live in different habitats</li><li>- Describe different habitats</li><li>- Explore the animals in the surrounding natural environment</li><li>- Explore plants and animals in a contrasting natural environment</li></ul> <b>Seasonal changes:</b> <ul style="list-style-type: none"><li>- Recognise and talk about the signs of Spring</li></ul>	
<b>Supported and developed in Continuous Provision by:</b> <ul style="list-style-type: none"><li>- Use images, video clips and shared texts to bring the wider world into the classroom e.g. jungle, polar, different continents.</li><li>- Listen to what children say about what they can see</li></ul> <b>Adult directed activities:</b> <ul style="list-style-type: none"><li>- Model asking ‘how’ and ‘why’ questions</li></ul>		<b>Supported and developed in Continuous Provision by:</b> <ul style="list-style-type: none"><li>- Photographs and books related to a range of habitats</li><li>- Explore Google Earth and atlas books</li><li>- Provide globes for children to explore</li></ul> <b>Adult directed activities:</b> <ul style="list-style-type: none"><li>- Identify different habitats in which animals live</li><li>- Core texts are based on a range of habitats</li><li>- Writing activity based in comparing habitats (stem sentences for support)</li></ul>		<b>Supported and developed in Continuous Provision by</b> <ul style="list-style-type: none"><li>- Investigation stations based on animals found in a range of habitats</li><li>- Observations of habitats in our immediate locality</li></ul> <b>Adult directed activities</b> <ul style="list-style-type: none"><li>- Observational drawing of spring plants</li></ul> <b>Outdoor learning opportunities include:</b> <ul style="list-style-type: none"><li>- Looking at the signs of Spring</li><li>- Weaving with paper and twigs</li></ul>	

## Expressive Arts and Design

### Creating With Materials:

#### Sculpture - animals

- Cut shapes using scissors and other modelling tools.
- Build a construction/sculpture using a variety of objects e.g. recycled, natural and manmade materials
- Use appropriate language to describe colours, media, equipment and textures

#### Joining - animal masks

- 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:

Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space

- Learn to sing nursery rhymes and action songs

**- Sing in a group or on their own, increasingly matching the pitch and following the melody**

### Supported and developed through Continuous Provision by:

- Enhancements in role play to reflect current learning
- Role play and small world
- Provide space for children to keep their creations and provide 'talk time' opportunities for them to share
- Provide free choice and process driven art activities - junk modelling

### 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:

- Children use different techniques to create animal masks and animal sculptures

### Supported and developed through Continuous Provision by:

- Musical instruments in the environment

### Adult directed activities:

- Listen to a variety of songs from around the world and dance / respond with drawing etc
- 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

## Computing Offer

### Focus: Children exploring programming and algorithms through the 'cubetto' and 'code-a-pillar'

- Follow simple oral algorithms
- Predict and spot simple patterns
- Sequence familiar tasks
- Input a simple sequence of commands to control a robot (with support using cubettos and code-a-pillars)

### Focus: Information

- Identify a chart
- Sort physical objects
- Collect and record information

- Recognise some ways in which the internet can be used to communicate
- Talk about how the internet can be used to find things out
- Identify devices I could use to access information on the internet
- Give simple examples of how to find information (search engine, voice activated searching)