

## Reception – Medium Term Planning

### Aspirations – Collaboration – Connections – Creativity – Expression

Learning Unit 4 – Animal Adventure (6 weeks)																	
Experiences / Visits	Animal experience visitor																
Area of Learning	KNOWLEDGE, SKILLS AND UNDERSTANDING	SUGGESTED FOCUSED LEARNING ACTIVITIES	CONTINUOUS PROVISION IDEAS														
Communication and Language	<p>Learn new vocabulary</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Daily circle time for children to talk about emotions</p> <p>Show and tell – Encourage children to ask questions and answer descriptively- Teacher to show and tell children to ask questions and talk about animals in the classroom.</p> <p>Talk partners to be used daily in all lessons.</p> <p>Continuous provision provide opportunity for talk and questioning.</p> <p>Role play to be modelled by adult and used by children.</p> <p>Question and answer time during the animal experience.</p> <p>Circle time to reflect on the animal experience.</p> <p>A focus on reading the bear hunt story during story time.</p> <p>Retell the bear hunt story during story times to dinosaur hunt.</p> <p>Children to discuss their favourite books during book week.</p>	<p>Pictures and objects relating to animals and dinosaurs to be placed in the investigation area after relevant topic lesson – encouraging talk.</p> <p>Dinosaurs and farm animals in the small world area.</p> <p>Bear hunt story in the reading corner.</p> <p>Bear hunt resources in areas and carousel activities.</p> <p>Resources to retell the bear hunt story or their own version using the puppet stand.</p>														
Physical Development	<p>Develop pupils' ability to move in a variety of ways.</p> <p>Develop pupils object control (Stop &amp; Slide moving to Throw &amp; Catch).</p> <p>Develop pupils object control (Slide &amp; under-arm throw to a target).</p> <p>Develop pupils object control &amp; creativity.</p>	<p style="text-align: center;"><b>Power of PE: The jungle</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="width: 15%; padding: 5px;">Week</th> <th style="padding: 5px;">Power of PE Lesson</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Week 1 (Movement)</td> <td style="padding: 5px;">A journey through the jungle Jungle survival camp Jungle treasure hunt</td> </tr> <tr> <td style="padding: 5px;">Week 2 (Throwing and catching)</td> <td style="padding: 5px;">Jungle survival camp Climbing the jungle Jungle treasure hunt</td> </tr> <tr> <td style="padding: 5px;">Week 3 (Throwing and catching)</td> <td style="padding: 5px;">Move like a jungle animal Climbing the jungle Jungle treasure hunt</td> </tr> <tr> <td style="padding: 5px;">Week 4 (Throwing and catching)</td> <td style="padding: 5px;">Move like a jungle animal Hungry hippo Jungle adventure race</td> </tr> <tr> <td style="padding: 5px;">Week 5 (Throwing and catching – movement)</td> <td style="padding: 5px;">Move like a jungle animal Hungry hippo Feed the animals Jungle adventure race</td> </tr> <tr> <td style="padding: 5px;">Week 6 (Movement)</td> <td style="padding: 5px;">Move like a jungle animal Feed the animals Jungle tea party</td> </tr> </tbody> </table> <p><b>Other PE related activities:</b></p> <p>Dance/ yoga for Wellbeing Wednesday in classroom</p> <p>Playground toys (lunch times)</p> <p>Daily wake up shake ups</p> <p>Forest school - trim trail, space to run and for different movements</p> <p>Daily access to the playground climbing frame</p> <p><b>Fine motor</b></p> <p>Daily fine motor carousel activities – cutting and sticking, sentence writing, colouring, construction, play dough, tracing, CVC writing, CCVC writing</p> <p>3x weekly guided writing lesson</p> <p>When putting up coats on children to always have a try at zipping up independently – if they need support model and teach them</p> <p>Encourage getting dressed independently for PE</p> <p>Encourage, model and teach using cutlery at dinner time</p>	Week	Power of PE Lesson	Week 1 (Movement)	A journey through the jungle Jungle survival camp Jungle treasure hunt	Week 2 (Throwing and catching)	Jungle survival camp Climbing the jungle Jungle treasure hunt	Week 3 (Throwing and catching)	Move like a jungle animal Climbing the jungle Jungle treasure hunt	Week 4 (Throwing and catching)	Move like a jungle animal Hungry hippo Jungle adventure race	Week 5 (Throwing and catching – movement)	Move like a jungle animal Hungry hippo Feed the animals Jungle adventure race	Week 6 (Movement)	Move like a jungle animal Feed the animals Jungle tea party	<p><b>Gross motor:</b></p> <p>Bikes</p> <p>Scooters</p> <p>Outdoor sand</p> <p>Outdoor construction</p> <p>Water pump station</p> <p>Climbing frame</p> <p><b>Fine motor:</b></p> <p>Playdough</p> <p>Cutting and sticking</p> <p>Threading</p> <p>Tap a shape</p> <p>Peg boards</p> <p>Lego</p> <p>Tracing</p> <p>Straws and connectors</p> <p>Popoids</p> <p>Stickle bricks</p> <p>Name writing on all pieces of paper</p> <p>Painting</p> <p>Junk box modelling</p> <p>Colouring</p>
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Personal, Social and Emotional Development	<p>I understand that I need to exercise to keep my body healthy            I understand how moving and resting are good for my body            I know which foods are healthy and not so healthy and can make healthy eating choices            I know how to help myself go to sleep and understand why sleep is good for me            I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet            I know what a stranger is and how to stay safe if a stranger approaches me</p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships. Show sensitivity to their own and to others' needs.            Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Weekly PSHE lessons with a focus on keeping our bodies healthy.            Regular reminders of the focus in the PSHE lesson to encourage them to use these in the continuous provision and during lesson time.            Provide circle times in lesson where possible. To ensure there is a circle time within the class assembly.</p> <p>To continue to have 'show and tell' time to support children in understanding how to listen, ask questions and consider the feelings of their friends.</p> <p>To have a time in the day to share children's work with the rest of the children to celebrate all their hard work and instil confidence in others to try new activities e.g. writing sentences. Reward perseverance in phonic, maths and guided writing with thumbs up points and celebration time.</p> <p>Extra story times in small groups to support confidence in discussion of stories and the themes within them</p>	<p>To provide board games to promote teamwork.            Healthy food in the home corner.            Resources such as bronze words, sound mats and toolboxes to encourage independence and challenge.            Emotion cards</p>												
Literacy	<p><b>Word Reading</b>            Read most letter groups that each represent one sound and say sounds for them.            To recognise most red common exception words matched to the school's phonic programme.            Read simple / more complex phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>Comprehension</b>            Engage in story times.            Listen to and talk about stories to build familiarity and understanding.            Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.            To recall events in chronological order for a story.            Use new vocabulary in different contexts.            Engage in Non-Fiction books.            To engage with poems.            To create an alternate ending /plot to a well-known story.</p> <p><b>Writing</b>            Use Set 1 and 2 sounds to read and write complex words.            To attempt to write more complex words within a sentence using current phonic knowledge.            To recognise constant clusters that have been previously taught.            Write short/ more complex sentences with words with known letter-sound correspondences using a capital letter and full stop. To also be able to develop these sentences into more complex ones.</p>	<p><b>Week 1-6</b>  <b>Daily reading (AM)</b>– children to be given the opportunity to choose which story. they read every day - (British values – democracy). Children to predict next steps, talk about the characters and their feelings ...            Small group stories provided.  <b>Home Reading</b> – Children to have RWI books sent home to read with parents (books will be based on children ability)  <b>Phonics</b> – Phonics ability groups to be taught daily ranging from assistant blending to Ditty/Green books.</p> <table border="1" data-bbox="789 1457 1545 1715"> <tr> <td>Week 1</td> <td>Mixed up fairy tales</td> </tr> <tr> <td>Week 2</td> <td>Non-Fiction animal books – body parts</td> </tr> <tr> <td>Week 3</td> <td>Life cycle of a chicken</td> </tr> <tr> <td>Week 4</td> <td>We're going on a bear hunt develop into dinosaur hunt.</td> </tr> <tr> <td>Week 5</td> <td>Animal poems</td> </tr> <tr> <td>Week 6</td> <td>Animal poems</td> </tr> </table> <p><b>Guided Writing</b>  <b>Writing on WB-</b> Modelled by teacher 1<sup>st</sup>, we do on second day, I do on 3<sup>rd</sup> day. I do to be completed on WB and Tapestry photo to be taken of wow sentences for first half term.            To have a focus on the children adapting the sentence to make it their own.  <b>Group session</b> – Targeted children to be taken out during group sessions to work on CVC words and simple sentences.</p>	Week 1	Mixed up fairy tales	Week 2	Non-Fiction animal books – body parts	Week 3	Life cycle of a chicken	Week 4	We're going on a bear hunt develop into dinosaur hunt.	Week 5	Animal poems	Week 6	Animal poems	<p>Weekly provision – Phonics CVC, ccvc and ccvc ditty and green books to be present in reading corner.            CVC and simple sentences read and draw sheets to be accessible.            Weekly story puppets / animals to be placed in puppet show.            Simple labels and instructions in all areas of learning</p> <p>Children to be encouraged to label pictures and write a sentence about their drawings during child choice activities based on their interests.            To design and label all construction creations.            Book read in class available in the reading corner for children to retell.            Children to vote on class story.            Bronze words, sound mats and toolboxes available on all tables.            Guided writing sentence starters to be present in classroom for children to use.            Writing class prize? Writing badge on Marvellous Me?</p>
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Maths	<p>Count objects Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Continue, copy and create repeating patterns. Have a deep understanding of number to 10, including the composition of each number Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<table border="1"> <tr> <th>Week</th> <th>White rose lesson focus</th> </tr> <tr> <td>Week 1</td> <td>Combining 2 amounts</td> </tr> <tr> <td>Week 2</td> <td>Time, Patterns</td> </tr> <tr> <td>Week 3</td> <td>Assessment</td> </tr> <tr> <td>Week 4</td> <td>3D shapes - 9 composition</td> </tr> <tr> <td>Week 5</td> <td>Number bonds to 10</td> </tr> </table>	Week	White rose lesson focus	Week 1	Combining 2 amounts	Week 2	Time, Patterns	Week 3	Assessment	Week 4	3D shapes - 9 composition	Week 5	Number bonds to 10	<p><b>Week 1 – Combining 2 amounts and Week 2 – Time</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Children begin to combine 2 groups to find how many altogether. They should be given opportunities to do this in many contexts using real objects. E.g. There are 3 frogs on the log and 4 in the pool. How many frogs altogether? Encourage the children to subitise where possible although they may need to count in ones to find how many altogether. The interactive whiteboard files can also be used to create pictorial scenes for the children to discuss.</p> </div> <div style="width: 45%;"> <p>Children continue to order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen. They begin to recognise that regular events happen on the same day each week and use the vocabulary 'yesterday', 'today' and 'tomorrow' to describe when events happen. Children are able to describe significant events in their lives and talk about events they are looking forward to. They learn through their own experience and the stories they read that some processes such as growing vegetables, take a longer time.</p> </div> </div> <p><b>Week 3 – 9 and 10</b></p> <p>Representing 9 and 10 in different ways – Numicon, numeral, 10s frame, etc. Sorting objects into piles, identifying whether it represents 9 or 10. Order numerals 0-10, children to help put them in the correct order. Composition of 9 and 10 using a tens frame and part-part-whole model. Comparing numbers to 10 using language – more, fewer or equal. Ordering these amounts – using unifix cubes order them. One more and one less with numbers to 10.</p> <p><b>Week 4 – Number bonds to 10</b></p> <p>Explore the different ways to make 10 and saying the number sentences throughout:</p> <ul style="list-style-type: none"> <li>- 10s frame</li> <li>- Part-part whole</li> <li>- Numicon</li> <li>- Fingers</li> </ul> <p>Sing numbers to 10 daily Find the missing amount games – hide under a cup, in a bag, etc.</p> <p><b>Week 5 – 3D shapes</b></p> <p>Sorting 3D shapes based on similar properties. Identifying these shapes on real life objects.</p> <p><b>Week 6</b></p> <p>Explore and create ABB, AAB, AABB and AABBB patterns.</p>	<p>All resources used in lessons to go onto the maths table to use in the continuous provision. After each lesson, each resource to be available to children.</p>
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Understanding the World  Briony	<p>To name animal body parts and their functions. To identify what the animals eat. ELG Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and when appropriate maps. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<table border="1"> <tr> <td>Week 1</td> <td>N/A Book Week Forest</td> </tr> <tr> <td>Week 2</td> <td>Dog (body part) - Visit from dog chicken (body parts) - Chicken from Forest</td> </tr> <tr> <td>Week 3</td> <td>Chicken (life cycle of a chicken) Forest</td> </tr> <tr> <td>Week 4</td> <td>Dinosaurs (eat and body parts) Become Archaeologists - Look at dinosaur teeth (fossils) to find out whether they ate meat or grass. Flat teeth grass, pointy teeth meat. Look at own teeth/partners teeth. What kind of teeth do we have? What do we eat?</td> </tr> <tr> <td>Week 5</td> <td>Tortoise ( body parts – why do they have these? ) Forest</td> </tr> <tr> <td>Week 6</td> <td>Draw and decorate tortoise Elephant ( body parts – why does it have a long trunk? )</td> </tr> </table>	Week 1	N/A Book Week Forest	Week 2	Dog (body part) - Visit from dog chicken (body parts) - Chicken from Forest	Week 3	Chicken (life cycle of a chicken) Forest	Week 4	Dinosaurs (eat and body parts) Become Archaeologists - Look at dinosaur teeth (fossils) to find out whether they ate meat or grass. Flat teeth grass, pointy teeth meat. Look at own teeth/partners teeth. What kind of teeth do we have? What do we eat?	Week 5	Tortoise ( body parts – why do they have these? ) Forest	Week 6	Draw and decorate tortoise Elephant ( body parts – why does it have a long trunk? )	<p>Animal experience in school – week 2</p>	<p>Animals in the small world. Animal facts and pictures in investigation area. Animals to label in writing area. Decorating, making their own animals in the creative area. Mirrors in the investigation area to look at own teeth. Fossils/ dinosaurs teeth to be placed in investigation area/sand. Encourage discussion why do you think these dinosaurs' teeth fell out? Why do our teeth fall out?</p>
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Expressive Arts and Design	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Begin to use a variety of drawing tools.</p> <p>Investigate and explore with different lines.</p> <p>To be able to create a drawing using different tones and shades</p> <p>To complete a drawing using the skills required for observational drawing. E.g. to observe and draw accurately.</p> <p>.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>Drawing animals</b></p> <ul style="list-style-type: none"> <li>Investigate and explore with different lines. Discuss tones and shades.</li> <li>To investigate observational drawing.</li> <li>Choose thick and thin drawing materials for different purposes.</li> <li>Create drawings of animals.</li> </ul> <p><b>Rock it music lessons:</b> During the rock it music lessons all children will participate using the keyboards. They will also have access to other musical instruments. The children will sing a song and learn actions for these songs during each session.</p> <p><b>Daily nursery rhymes:</b> Nursery rhymes will be sung daily – when lining up, at the end of the day, whilst getting ready for lunch time, etc. Regular use of the nursery rhyme box for the children to be able to choose a nursery rhyme to perform.</p> <p><b>Wellbeing Wednesdays:</b> Provide expressive arts and design activities that relate to these skills.</p>	<p>Have paints available to provide independent access to colour mixing.</p> <p>Small world area – Access to a wide range of different building materials and different animals. Include toys relating to their current interests.</p> <p>Have puppet show with access to different animals. Provide animal masks.</p> <p>Outdoor performance area – instruments and a microphone in the performance area. Encourage performing nursery rhymes and creating their own songs and performances.</p> <p>Construction – designing and creating with a purpose. Encourage them to use their creations in their play. Ensure they design and also label their creations.</p>

SPECIFIC SUBJECT AREAS – RE and PSHE						
SUBJECT	PRIOR KNOWLEDGE	KNOWLEDGE, SKILLS AND UNDERSTANDING	POSSIBLE MISCONCEPTIONS	CONTINUOUS PROVISION IDEAS		
<b>RE</b> <b>KSU</b>  <b>Easter</b>  <i>(Discovery RE)</i>	The Christian celebration of Christmas	<p><i>Theme: Easter</i>  <b>Key Question:</b> What is Easter?  <i>Religion: Christianity</i>  <b>British Values:</b> Democracy, Rule of Law, Mutual Respect, Tolerance  <b>My learning is to:</b></p> <ul style="list-style-type: none"> <li>discuss the differences between the four seasons and the changes that occur</li> <li>know that spring is considered the season that welcomes new life, and to discuss different animals born in spring</li> <li>discuss a range of Easter-specific symbols</li> <li>retell the key points from The Easter Story retell The Easter Story to a partner</li> </ul>	<p>The children might think....</p> <ul style="list-style-type: none"> <li>The four seasons are the same or that they may get confused between the different seasons.</li> <li>Christmas and Easter are the same or they could believe they are from different religions. They may not realise that the Easter story is a Christian story.</li> </ul>	Week 1	Pictures of seasons in investigation area	
	Experiencing Easter at nursery and at home  Seasons covered in daily calendar			Week 2	Make animals and baby animals using different medias in the creative area	
				Week 3		
				Week 4	Design their own Easter eggs in the creative area	
				Week 5	Act out the Easter story with the puppet stand	
				Week 6	Easter story sequencing cards in investigation area.	
				Week 1	Signs of spring	
Week 2	Spring into life					
Week 3	Easter					
Week 4	Easter					
Week 5	Easter					
Week 6	Easter					



<p><b>PSHE KSU</b></p> <p><i>(Jigsaw PSHE)</i></p>	<p>Previous discussion of eating healthy / moving body in PE</p>	<p><i>Theme: Healthy Me</i>  <i>British Values: Rule of Law, Individual Liberty, Mutual Respect, Tolerance</i>  <i>SMSC: Social, Moral, Spiritual and Cultural</i></p>		<p>The children might think....</p> <ul style="list-style-type: none"> <li>• A balanced diet means an equal amount of all different food types.</li> </ul>	<p>Week 1</p> <p>Colouring pictures of different sports/active lifestyle. Children to choose their favourite exercise/sport to colour and then practise using scissors safely and with control to cut out their picture.</p>
	<p>Elements of safety previously covered in PSHE</p>	<p>Week 1</p> <p><b>Have made a healthy choice</b>            Everybody's Body            I understand that I need to exercise to keep my body healthy</p>	<p>Week 2</p> <p>Create obstacle courses together.</p>		
	<p>Relationships covered in the celebrating difference puzzle piece. Discussed how to be kind and make friends</p>	<p>Week 2</p> <p><b>Have eaten a healthy, balanced diet</b>            We like to move it, move it!            I understand how moving and resting are good for my body</p>	<p>Week 3</p> <p>Pots, pans, etc. and a range of role play food and plates for children to prepare meals.</p>		
	<p>Emotions introduced in being me in my world</p>	<p>Week 3</p> <p><b>Have been physically active</b>            Food Glorious Food            I know which foods are healthy and not so healthy and can make healthy eating choices</p>	<p>Week 4</p> <p>Bears, dolls, blankets, pillows. Opportunity for children to act out bedtime routines.</p>		
	<p>Daily emotion check-in</p>	<p>Week 4</p> <p><b>Have tried to keep themselves and others safe</b>            Sweet Dreams            I know how to help myself go to sleep and understand why sleep is good for me</p>	<p>Week 5</p> <p>Baby dolls in the water tray / home corner with an array of washing resources, soap, sponges, nail brushes, toothbrushes and towels.</p>		
		<p>Week 5</p> <p><b>Know how to be a good friend and enjoy healthy friendships</b>            Keeping Clean            I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p>	<p>Week 6</p> <p>Stranger danger safety posters.</p>		
		<p>Week 6</p> <p><b>Know how to keep calm and deal with difficult situations</b>            Stranger Danger            I know what a stranger is and how to stay safe if a stranger approaches me</p>			