

Medium Term Plan for Spring 2, 2021

Foundation Stage - Reception



In developing a **Medium Term Plan**, typically covering a half-term period, our teachers will:

- Draw upon our detailed Long Term Plans – these show the sequencing of knowledge and skills for all subjects, across each year group
- Ensure that they build upon prior learning, through an understanding of knowledge and skills taught in previous year groups (or earlier in the same year/term)

In developing a **Context for Learning**, covering a half term or less, our teachers will:

- Devise a theme that will provide meaningful, cross-curricular learning opportunities – our belief is that this adds to pupil motivation and makes learning even more relevant
- Ensure that across the 6 half terms, there are a range of focus areas for Contexts for Learning – for example a CfL could be based on a book, or on an imaginary theme relevant to the children's interests

4 Principles of EYFS

These 4 overarching principles shape everything we do in Early Years and we consider all aspects of these when planning:

A Unique Child

Every child is a competent learner and can be resilient, capable and confident

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and Early Years staff at school

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning

Learning and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected

In Early Years, the objectives listed below are taken from Birth to 5 Matters and are colour coded according to the ranges (5 and 6)



Personal, Social and Emotional Development (PSED)

- Healthy me!
- How exercises changes my body
- What we can achieve if we keep trying
- How important food is and what we should be eating
- The importance of sleep
- Keeping clean and healthy.

Physical Development (PD)

- To describe a range of food by their taste and texture
- To hold a pencil with good control and to begin to form letters correctly independently.

Literacy (L)

- Making predications about a story based on clues we find in the front cover
- Remembering a story so we can order it, focusing on the beginning, middle and end.
- Writing captions and sentences relevant to the story we are reading.
- Learning further sounds in phonics to help with our reading and writing.

Maths (M)

- Counting backwards from 10
- Comparing numbers within 10, looking at more, less and equal.
- Different ways of making 10
- Start looking at 3D shapes, building with them and printing with them.
- Making patterns.
- Using shapes to make patterns.
- Starting to order numbers from 0 – 20
- Recognising numerals from 0 - 20



Hooks/trips:

- Farm trip

Key Vocabulary

Fox, mole, otter, deer, badger, squirrel, bird, hedgehog, rat, mouse, Jungle, rainforest, animals, tiger, gorilla, monkey, scales, feathers, fur, skin.

Core Texts:

- The Mole who knew it was none of his business
- Animal encyclopaedia (non-fiction)

Communication and Language (CAL)

- Following stories without pictures and props and creating our own art worked based on these
- Looking at some animal jokes and developing our sense of humour.
- Focusing on correct tenses as we talk.

Expressive Arts and Design (EAD)

- Vet in the role play area
- Creating celebratory cards for both Mother's Day and Easter
- Making bird feeders
- Making habitats for animals.

Understanding the World (UTW)

- Using the internet to research, supported by adults, animals that we want to find out more about.
- Discussing the changes in the environment around us and why we might start to see more animals!
- Learning how to look after different animals.
- Thinking about the difference between different groups of animals and some possible reasons for the differences.
- Drawing observational pictures of animals to go into our very own fact files.

Characteristics of Effective Learning

The characteristics of effective learning are a key element in the early year's foundation stage. They detail the ways in which children should be learning from their environment, experiences and activities. During this half term, we will be focusing on encouraging:

Playing and Exploring

- Finding out and exploring

Active Learning

- Keeping on trying

Creating and Thinking Critically

- Choosing ways to do things

Area Enhancements to Continuous Provision this half term:	Other planned school events this half term
<p>Reading Area – Books on animals both stories and non fiction books with facts in. Photos of their characters from World Book Day. A book of the photos. A book of our trip added to the area once we have been.</p> <p>Writing Area – Pictures from the books we have been looking at. Fact file templates. Coloured pens linked to the monsters from monster phonics to encourage use of digraphs and trigraphs in writing. Name challenges and name cards for children to find and use. Writing Mothers day and Easter cards.</p> <p>Creative Area – Creating different types of animals from paper/junk modelling. Creating bird feeders. Making bee hotels. Designing bird boxes from junk modelling. Making cards for Mother's day and Easter.</p> <p>Play dough – Pancake play dough with pans and hobs, can they flip it? Animal play dough mats – can they add the features with the play dough – various colours depending on week. Animal figures and play dough to create habitats.</p> <p>Role Play – Vets area with soft toys to use for role play. Labels and medical equipment to use. Prescription pad for encouraging writing – a telephone and computer for an 'office' to take appointments.</p> <p>Water and sand – Animal figures and various coloured water, pots and pans to encourage pancake role play.</p>	<p>Farm trip.</p> <p>Possible visit from Zoo labs.</p> <p>World Book Day</p> <p>Mothers Day</p> <p>Easter</p> <p>Pancake Day</p>

Objectives are colour coded to match a range 5 – black, 6 – purple

<i>Prime Areas of Development</i>	
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship • Shows confidence in choosing resources and perseverance in carrying out a chosen activity. • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Understands a range of complex sentence structures including negatives, plurals and tense markers • Able to follow a story without pictures or props
<p>Physical Development</p> <ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience 	

Specific Areas of Development

Literacy

Reading

- Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example.
- Begins to develop phonological and phonemic awareness. Continues a rhyming string and identifies alliteration. Hears and says the initial sound in words. Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. Starts to link sounds to letters, naming and sounding the letters of the alphabet. Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee.
- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text
- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

Writing

- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Maths

- Engages in subitising numbers to four and maybe five
- Counts out up to 10 objects from a larger group
- Matches the numeral with a group of items to show how many there are (up to 10)
- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
- Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three
- In practical activities, adds one and subtracts one with numbers to 10
- Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, allies and “+” or “-“
- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)
- Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.
- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
- Beginning to experience measuring time with timers and calendars

Understanding the World

- Knows about similarities and differences in relation to places, objects, materials and living things
- Talks about the features of their own immediate environment and how environments might vary from one another
- Makes observations of animals and plants and explains why some things occur, and talks about changes
- Can create content such as a video recording, stories, and/or draw a picture on screen
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies
- Can use the internet with adult supervision to find and retrieve information of interest to them

Expressive Arts and Design

- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping

	Week 1 28 th Feb – 4 th March	Week 2 7 th – 11 th March	Week 3 14 th – 18 th March	Week 4 21 st – 25 th March	Week 5 28 th March – 1 st April	Week 6 4 th – 8 th April
Phonics	Recapping gaps from assessments Monster Phonics Term 2 Week 7 (oa)	Monster Phonics Term 2, Week 8 and 9 merged into this week. (er and igh)	Monster Phonics Term 2, Week 10 (air)	Monster Phonics Term 2, Week 11 (oi)	Monster Phonics Term 2, week 12 (ear and ure)	Gaps from phonics assessments
Literacy	<u>The Mole who knew it was none of his business</u> <ul style="list-style-type: none"> Introduce front cover and discuss making predictions Read the story Order the story 	<u>The Mole</u> <ul style="list-style-type: none"> Write some captions and words from the story together Retelling the story Learning about moles Why do animals have different poo? 	<u>Non-Fiction Encyclopaedia</u> <ul style="list-style-type: none"> Discuss format What could we find out? Fact reading Looking at layout 	<u>Non-Fiction Encyclopaedia</u> <ul style="list-style-type: none"> Chosen animal facts Comparing an animal that is from England and one that isn't Looking at classifying factors 	<u>Non-Fiction Encyclopaedia</u>	
Group Job ideas	Ordering pictures of the story or writing a prediction	Book reviews – what was their favourite part – write/draw.	Using internet to find out facts with adults Drawing animals	Writing facts – creating a simple fact file		
Topic	<u>Animal Madness</u> What types of pets are there? What animals might we find in England?	<u>Animal Madness</u> Where can we see animals that live in England? Woods/farms. Where can we see animals that don't naturally live in England? Zoos	<u>Animal Madness</u> What animals do we find around the world? Why are those animals not in England?	<u>Animal Madness</u> Animal sounds and music Animal themed mothers day cards	<u>Animal Madness</u>	<u>Animal Madness</u>
Maths	<u>Building 9 and 10</u>	<u>Building 9 and 10</u>	<u>Building 9 and 10</u>	<u>To 20 and Beyond</u>	<u>To 20 and Beyond</u>	<u>To 20 and Beyond</u>

	<ul style="list-style-type: none"> • Numbers to 10 • Counting back from 10 • Comparing numbers within 10 (1) • Comparing numbers within 10 (2) 	<ul style="list-style-type: none"> • Making 10 (1) • Making 10 (2) • 3D Shapes • Building with 3D Shapes 	<ul style="list-style-type: none"> • Pattern (2) • Printing with 3D Shapes • Pattern (1) <p><u>To 20 and beyond</u></p> <ul style="list-style-type: none"> • Number patterns to 20 	<ul style="list-style-type: none"> • Matching Picture to numerals • Ten frame fill beyond 20 • Ten Frame subtraction game • Missing Numbers 	<ul style="list-style-type: none"> • Ordering Numerals to 20 • Race to 20 game • Bingo with Numbers to 20 • Which holds the most? 	<ul style="list-style-type: none"> • Find my match – Shapes • Find my match – Models • Match and fill • Replicate my shape • Tangrams
RE						
PSHE	Healthy Me – Everybody's Body	Healthy Me – We like to move it, move it	Healthy Me – Food, glorious food.	Healthy Me - Sweet Dreams	Healthy Me – Keeping Clean	Healthy Me – Stranger Danger
Special Events	World Book Day (Thurs) Pancake Day (Tues)			Mother's Day 27 th		Easter

