

Medium Term Plan for Summer 1, 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)

- JIGSAW – Relationships
- Working on making friends and how we can do this successfully
- Solving problems when they occur with our friends
- Helping other to feel part of a group
- Showing respect

Physical Development (PD)

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Literacy (L)

- Look at rhyming though our core story this term, making sure we are confident with what rhyming is and continuing a rhyming string.
- We will be writing labels for our various plants and writing instructions on how to grow vegetables.
- We will be ordering the story and even writing our own version of "Ten Seeds".
- We will be writing a book review of the stories we have looked at and comparing Jack and the beanstalk with a new exciting version.

Maths (M)

- Building numbers beyond 10
- Looking at number patterns beyond 10 and building up to 20
- Spatial reasoning and copying patterns
- Positional language
- Adding more – looking at early stages of addition
- Taking away – looking at the early stages of subtraction
- Using number lines and 10 frames within our learning



Hooks/trips:

- Visit from Mega-Beast man
- Possible park visits
- Planting vegetables and vegetable tasting.

Key Vocabulary

Garden, stem, plant, petal, flower, bee, grow, roots, watering can, water, sunlight, seed, bulb, measure, shoots, change, Jack, beanstalk, giant, bean

Core Texts:

- It Started with a Seed
- Jack and the Beanstalk

Communication and Language (CAL)

- Class carpet times, building on new vocabulary and discussing new words we can be using in our writing.
- We will be asking deeper questions to check the children's knowledge and challenge their memories.

Expressive Arts and Design (EAD)

- Charanga music planning – Big Bear Funk
- Discussing funk music, different instruments and how music makes us feel.
- Working towards performing a song together.

Understanding the World (UTW)

- We will be learning about churches in our RE this term and why these buildings are special to Christians.
- We are going to be doing lots of exploring the world around us with mini beast and flower hunts and collecting information about what we have found.
- We will be encouraging the children to look closely and notice details of mini beasts and our outside area.
- We will be getting an ant farm to observe the ants and make prediction and observations of their behaviour.

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 – Lots of garden themed books, non fiction as well as fiction with area to write about what they thought of the story like a review.</p> <p>Writing Area – Independent activities the children have done throughout the term will be here for other groups to access. WE will include clipboards and pencils for them to take their writing out of this area.</p> <p>Creative Area – Painting and large paper to encourage gross motor movements as well as fine motor. Small natural parts and glue to encourage fine motor.</p> <p>Play dough – Playdough mats. Coloured and scented Playdough.</p> <p>Role Play – (N/A)</p> <p>Water – Capacity containers – lots of different coloured water and receptacles to fill and empty. Also turn the tray into a potting shed where soil and pots and seeds are available for the children to pretend to plant.</p>	

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

Prime Areas of Development

Personal, Social and Emotional Development

Children work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.

They explain the reasons for rules, know right from wrong and try to behave accordingly

They are confident to try new activities and show independence, resilience and perseverance in the face of challenge

They show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

They explain the reasons for rules, know right from wrong and try to behave accordingly

Communication and Language

Children make comments about what they have heard and ask questions to clarify their understanding;

They can hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

They can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

They anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Physical Development

- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Children can negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

They can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Specific Areas of Development

Literacy

Reading

Children say a sound for each letter in the alphabet and at least 10 digraphs; they read words consistent with their phonic knowledge by sound blending; they read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children write recognisable letters, most of which are correctly formed, they spell words by identifying sounds in them and representing the sounds with a letter or letters; they write simple phrases and sentences that can be read by others.

Maths

Children will have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Children will - Verbally count beyond 20, recognising the pattern of the counting system; compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- Can use the internet with adult supervision to find and retrieve information of interest to them

Children will talk about the lives of the people around them and their roles in society; they'll know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will understand the past through settings, characters and events encountered in books read in class and storytelling.

Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; they will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. The children will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Children will explore the natural world around them, making observations and drawing pictures of animals and plants; they will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;. They will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used and make use of props and materials when role playing characters in narratives and stories.

Children will invent, adapt and recount narratives and stories with peers and their teacher. They'll sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music.

	Week 1 25 th – 29 th April	Week 2 3 rd – 6 th May	Week 3 9 th – 13 th May	Week 4 16 th – 20 th May	Week 5 23 rd – 27 th May
Phonics	CVCC Words	CCVC words	CVCC words that include previously taught digraphs The Gingerbread Man Theme	CVCC words that include previously taught digraphs The Gingerbread Man Theme	CCVC words that include previously taught digraphs The Little Red Hen Theme
Literacy	It Started with a Seed – Rhyming	Plants information book – Plant a pepper.	10 little seeds	Jack and the Beanstalk – T4W	Jim and the Beanstalk
Group Job ideas	<u>Literacy Focus</u> <ul style="list-style-type: none"> • Rhyming • Writing instructions for planting cress • Labelling equipment needed for cress • Listing what plants need to grow • Writing about their cress ‘head’. Name writing for LA	<u>Maths Focus</u> <ul style="list-style-type: none"> • Building teen numbers using resources or picture of resources stuck into books. • Race to 20 tracks • Number bingo • Counting using 10 frames Name writing for LA	<u>Literacy Focus</u> <ul style="list-style-type: none"> • Writing about the ant farm • Writing their own version of 10 little seeds • Ordering the story • Matching words to the picture to encourage blending • 	<u>Maths</u> <ul style="list-style-type: none"> • Addition using 10 frames or number tracks – crossing 10 with higher. • Plant/Garden patterns • Shapes – naming and labelling • Literacy – Retelling/Ordering/writing about the story 	<u>Literacy</u> <ul style="list-style-type: none"> • Book review • Telling their own version of Jack and the Beanstalk – making a character – choosing objects (Several tasks) • Maths – Taking away up to 10
Topic	Cress Seeds What does a plant need to grow?	White flowers and food colouring Pepper Planting	Ant farm?		
Maths	<u>To 20 and Beyond</u> Building numbers beyond 10	<u>To 20 and Beyond</u> Counting Patterns beyond 10	<u>To 20 and Beyond</u> Spatial Reasoning	<u>First Then Now</u> Adding More	<u>First Then Now</u> Taking Away
RE/Music	Charanga Music - Big Bear Funk	Where is special to me? Where is special for Christians? What makes a church special to Christians?	Charanga Music - Big Bear Funk	Where is a holy place for Muslims to go? What makes a mosque holy for Muslims?	What is important in a church and a mosque? How are holy buildings similar different?
PSHE	<u>Jigsaw – Relationships</u> To know how to make friends	<u>Jigsaw – Relationships</u> To try and solve friendship problems when they occur	<u>Jigsaw – Relationships</u> To help others to feel part of a group	<u>Jigsaw – Relationships</u> To show respect in how they treat others	<u>Jigsaw – Relationships</u> To know how to help themselves when they feel upset and hurt
Special Events		Monday – Bank holiday 5 th – Cinco De Mayo			AB off Friday 20 th – World Bee Day

