

Medium Term Plan for Spring 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)

- Following our Jigsaw scheme
- Looking at goals and dreams and how we can overcome difficulties – linking to superheroes overcoming the villains.
- Looking back over what we have achieved at the end of term.

Physical Development (PD)

- Fitness and working on our skills to become better at our games and sports. Linking to PSHE challenges and Superhero's power!

Literacy (L)

- Reading and innovating little red hen and creating (and some writing) their own versions of the story.
- Ordering the story of Supertato and looking at character descriptions and book terminology
- Looking at new characters from Patcho and Pigeon and creating their own heroes with descriptions and writing sentences.

Maths (M)

- One more and one less
- Comparing numbers to 5
- Composition of numbers – adding two groups together by counting them altogether.
- Starting to look at measuring capacity, linking this to ingredients – making bread linked to Little Red Hen.
- Moving onto 6, 7, 8 – looking closely at composition.
- Making pairs
- Days of the week – starting to measure time
- Measuring length and height.
- Superhero bingo – looking at numbers up to 10.



Hooks/trips:

- Superhero party day – code breaking
- Role play area changed to a newspaper office with cameras, clipboards and whiteboards – put a computer in the area.

Key Vocabulary

Beginning, middle, end, character, setting, hero, villain, power, sidekick, full, empty, taller, shorter, longer,

Core Texts:

Supertato and the Valley of Doom

Communication and Language (CAL)

- Daily big talk to develop sentence structure and language.
- Focusing on following instructions and listening to others, and responding appropriately during class discussions.
- Retelling our innovated stories to the class.

Expressive Arts and Design (EAD)

- Superhero songs and superhero yoga.
- Using different implements for painting and printing and finding out the effects through play.
- Encourage role play in the new role play area.

Understanding the World (UTW)

- Celebrating Chinese New Year and discussing traditions that people who celebrate partake in.
- Discussing what powers they would like and being sensitive to others feeling differently.
- Environmental superheroes and how we can look after our planet.
- Gaining confidence in navigating the apps on the iPads and the interactive whiteboard to complete age appropriate programs.
- Use the board to draw their own superheroes
- Work with an adult to get information from the internet.

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 – New phonic monsters to encourage reading. Superhero books available and adults to encourage them to access the picture books. Superhero sentences in the reading area that are decodable.</p> <p>Writing Area – Superhero speech bubbles, superhero sentence and caption writing from comic strips or pictures. Labelling pictures of the characters from the books we've been looking at. Name challenges to encourage name practice. Letter joins patterns and simple letters for the children to practice. Coloured pens to match the monsters so that the children can use the correct colours when writing.</p> <p>Creative Area – Chinese lantern making. Cut out puppets to make the animals from the story to retell the zodiac story. Hanging tiger decorations. Superhero creation – can they design a cape? Or a mask? Mask cut outs for the children to have a go at creating.</p> <p>Play dough – Play dough mats. Pasta/blocks to encourage measurements of "worms/snakes". Encourage fine motor by cutters and stamps – little red hen bread making. Superhero colours and interesting scents. Can they use their super senses to guess what it is?</p> <p>Role Play – Bakery while looking at Little Red Hen/People who help us, changing to a newspaper/reporters office when moving onto specific superheroes. Cameras, computers, clipboards and whiteboard with pens for recording.</p> <p>Water and sand – Coloured water and bubbles with figures for 'saving'. Water beads and containers. Encourage discussion of capacity with full and empty. Floating and sinking objects to encourage discussion. Numicon and blocks to encourage number discussions and looking at composition of numbers.</p>	

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

Prime Areas of Development

Personal, Social and Emotional Development

- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt
- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others
- Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours
- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations
- Is proactive in seeking adult support and able to articulate their wants and needs
- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
- Has a clear idea about what they want to do in their play and how they want to go about it
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
- Is aware of behavioural expectations and sensitive to ideas of justice and fairness

Communication and Language

- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
- Beginning to understand why and how questions
- Beginning to understand humour, e.g. nonsense rhymes, jokes
- Understands questions such as who; why; when; where and how

Physical Development

- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Uses simple tools to effect changes to materials
- Begins to use anticlockwise movement and retrace vertical lines
- Eats a healthy range of foodstuffs and understands need for variety in food
- Can initiate and describe playful actions or movements for other children to mirror and follow
- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
- Shows understanding of how to transport and store equipment safely

Specific Areas of Development

Literacy

Reading

- Enjoys an increasing range of print and digital books, both fiction and non-fiction
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Knows that information can be retrieved from books, computers and mobile digital devices
- Is able to recall and discuss stories or information that has been read to them, or they have read themselves

Writing

- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology
- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name

Maths

- Uses number names and symbols when comparing numbers, showing interest in large numbers
- Estimates of numbers of things, showing understanding of relative size
- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0
- Increasingly confident at putting numerals in order 0 to 10 (ordinality)
- Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints
- May enjoy making simple maps of familiar and imaginative environments, with landmarks
- Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes
- Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes
- Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build
- Spots patterns in the environment, beginning to identify the pattern "rule".
- Becomes familiar with measuring tools in everyday experiences and play
- Is increasingly able to order and sequence events using everyday language related to time

Understanding the World

- Enjoys joining in with family customs and routines
- Talks about past and present events in their own life and in the lives of family members
- Knows that other children do not always enjoy the same things, and is sensitive to this
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
- Looks closely at similarities, differences, patterns and change in nature
- Uses ICT hardware to interact with age appropriate computer software

Expressive Arts and Design

- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes
- Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth
- Introduces a storyline or narrative into their play
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

	Week 1 4 th – 7 th Jan	Week 2 10 th – 14 th Jan	Week 3 17 th – 21 st Jan	Week 4 24 th – 28 th Jan	Week 5 31 st – 4 th Feb	Week 6 7 th – 12 th Feb	Week 7 14 th – 18 th Feb
Phonics	Recapping through the week phase 2 and beginning of phase 3	From Term 1 - Week 9. Sounds: y z zz qu TW: she, no, go, l, the, to HFW: was, will, all, went, from, help	Sounds: ch, sh, th, th and ng TW: she, no, go, l, the, to HFW: too, her, with, are.	(Merge weeks 11/12) Sounds: Long oo ar HFW: then, them, this, that, said.	(Merge weeks 1/2) Sounds: Short oo, ow HFW: look, now, down	Merge weeks 3/4 Sounds: ee and ur HFW: see, going, just, have	Merge weeks 5/6 Sounds: ai and or HFW: it's, do, so
Literacy	<u>Little Red Hen</u> <ul style="list-style-type: none"> Introducing Story Ordering the story 	<u>Little Red Hen</u> <ul style="list-style-type: none"> Retelling the story Story maps and actions 	<u>Little Red Hen</u> <ul style="list-style-type: none"> Telling our own versions of the story 	<u>Supertato</u> <ul style="list-style-type: none"> Introducing Story Ordering the story 	<u>Supertato</u> <ul style="list-style-type: none"> Character descriptions 	Patcho and pigeon	
Topic	<u>Jobs that help us</u> <ul style="list-style-type: none"> Make a list of jobs that help us and discuss which jobs help and how. What sort of jobs do we know about? 	<u>Jobs that help us</u> <ul style="list-style-type: none"> Look in more detail at some of the jobs and what sort of responsibilities people have. 	<u>Jobs we might like</u> <ul style="list-style-type: none"> Baking bread 	<u>Superheroes</u> <ul style="list-style-type: none"> Link real life heroes with super heroes and what heroes they know about and how they help in stories. 	<u>Chinese New Year – Special week to celebrate.</u> <ul style="list-style-type: none"> Stories Food tasting Some craft activities. 		
Maths	<u>Alive in 5</u> <ul style="list-style-type: none"> One less How many? Composition of numbers to 5 Comparing numbers to 5 Equal and 	<u>Alive in 5</u> <ul style="list-style-type: none"> Composition of numbers to 5 (2 groups) How many all together? Composition of Numbers to 5 	<u>Alive in 5</u> <ul style="list-style-type: none"> Comparing mass Full and empty Measuring capacity Measuring 	<u>Growing 6, 7, 8</u> <ul style="list-style-type: none"> Composition of 6 Composition of 7 Composition of 8 Matching 6, 7 and 8 1 more and less 	<u>Growing 6, 7, 8</u> <ul style="list-style-type: none"> Matching 6, 7, 8 Making Pairs Combining 2 groups Combining 2 groups Adding more 	<u>Growing 6, 7, 8</u> <ul style="list-style-type: none"> Comparing height Comparing length Days of the week Measurin 	<u>Building 9 and 10</u> <ul style="list-style-type: none"> Representing and sorting 9 and 10 Representing and sorting Order numerals to 10

	unequal groups	(3 groups) <ul style="list-style-type: none"> • How many are hiding • How many are hiding? 	capacity <ul style="list-style-type: none"> • Measuring ingredients 			<ul style="list-style-type: none"> • g height • Measuring time 	<ul style="list-style-type: none"> • Composition of 9 and 10 • Numbers to 10 bingo
RE	What does the word God mean?	Which people believe in God? Make links between how Christians think God is amazing and so are careful with how they use his name.	What is amazing about the world? Discussing animals, nature, weather	What is the story that Christians and Jews use to think about the creator? Read the creation story	What do Christians and other people (non religious) think about the world and how we should treat it?		
PSHE	Challenge	Never giving up	Setting a goal	Obstacles and support	Flight to the future	Award Ceremony	
Special Events		Bin collections on Tuesdays			Tuesday 1 st February – Chinese New Year	Superhero EYFS party	

