

Reception

Medium Term Planning

Term : Spring

Title : Wonderful Water

Personal, Social and Emotional Development (Prime Area)

Class – Reception
Topic – Water

Term – Spring 1

Learning Objectives

Making Relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

ELG: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self –Confidence and Self-Awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

ELG: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

ELG: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Suggested Activities

Topic to be developed and extended according to the children's ideas and suggestions. These ideas will be added to the planning throughout the half term.

Circle time activities relating to specific issues/ conflicts in class i.e. saying unkind words to others.

A river running through the two reception classrooms. The children will learn about rivers, the longest river The Nile, The River Thames, then the river Tyne, both the city and the country. Children will share their knowledge and talk about family experiences along the rivers in the city and rivers in the country.

The children access the various activities along the river. They choose and engage with other children and adults. They will have a variety of activities to try and collect resources to carry out the various tasks and problems. (i.e. bridge making, stepping stones)

1. Establish 'new friend' day, one day every week.
2. Establish helpers/monitors for areas of the classroom
3. Establish 'pointing partners' to support each other with brave writing.

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Physical Development (Prime Area)

Class – Reception
Topic – Water

Term – Spring 1

Learning Objectives

Moving and handling

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- 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.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG: Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, 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.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Suggested Activities

Topic to be developed and extended according to the children's ideas and suggestions. These ideas will be added to the planning throughout the half term.

Children take part in a short, weekly handwriting session where they learn a new letter formation and reinforce a previous formation.

Develop scissor control when making snowflake patterns.

Folding and cutting paper circles to make snowflakes.

Making igloos with marshmallows and cocktail sticks - developing fine motor skills.

Use a template and cut around outline to make a boat for a stormy sea.

PE - Create a winter themed dance with repeated motifs as thought up by the children, development of co-ordination and control through a variety of warm up games, development of hand-eye co-ordination in throwing and catching of beanbags and balls.

Cut out animals to make shadow puppets.

Use tweezers to pick up items e.g. dried peas, beads

Make a pipecleaner snowboarder

Lolly pop stick snowflakes

Use chopsticks to pick up pompoms

Attaching pegs to matching images

Cutting and creating items for the role play area

Make tulips wrapped in string

How would you stay healthy and safe at the North Pole? Warmth, food, survival, through discussion and activities (as mentioned in other areas.)

Working sensibly around a huge river running through the classroom, negotiating the space to work sensibly and share the space and activities.

When answering problems and carrying out tasks, the children will be constructing, collecting, cutting, fostering, measuring, using small and large motor skills, eg. Problem given, i.e. how will your playmobil person get across the river?, children make bridges, stepping stones, tight ropes etc.

The children will learn about the dangers of the river and how they can stay safe. They will compile a set of safety rules when around the river.

Learning Objectives

Suggested Activities

Listening and attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

ELG: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

ELG: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

ELG: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

1. Describing ice to talk partners, generating lots of icy words.
2. Hot seating opportunities, discussion of character's feelings and thoughts.
3. Retelling familiar story using created props.
4. Talk for Writing to retell a familiar story.
5. Sequencing images from a story and explaining reasons.

Thinking challenge - how to make a classroom igloo - look at the order of how to build an igloo. Children generate 'cold' words to make a word igloo to extend vocabulary. They do this by passing a piece of ice around and thinking of how to describe it. Extending vocabulary in groups.

Through development of brave writing, children are encouraged to rehearse and plan their sentences by speaking it aloud, clarifying what they intend to write.

Children will listen to the 'igloo' non fiction story book about how we can incorporate light and heat in our role play. What clothes would you wear in cold climates - Children to choose between a variety of summer and winter clothes to pack in a rucksack. (They discuss in pairs what to pack and take turns to share with the rest of the class)

Children listen to the story 'Cuddly Duddly' and discuss who they most like to cuddle and why.

What materials should clothes be made from for cold countries - children to sort.

Science making predictions, explaining what is happened, reporting back when investigating how ice melted.

Communication and Language permeates across all areas of learning and is developed daily through adult interaction, role play, stories, songs, letters and sounds activities, games, circle time, adults modelling listening and speaking etc.

Topic to be developed and extended according to the children's ideas and suggestions. These ideas will be added to the planning throughout the half term.

Literacy (Specific Area)

Class – Reception
Topic – Water

Term – Spring 1

Learning Objectives

Suggested Activities

Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

1. Describing words relating to ice, and brave writing these words.
2. Simple sentences relating to ice, "Ice is....."
3. 'Hot seating' of a main character and selecting words to describe his feelings.
4. Independent writing in short sections relating to penguin's story.
5. Retelling familiar story using created props.
6. Story maps depicting a familiar story/journey.
7. Writing labels for story maps.

Children to be involved in daily literacy activities either adult led in small/large groups or independent activities at choosing time - stories with props, singing, rhymes, letters and sounds etc

Additional Literacy work linked to topic:

Attempting to write 'cold' descriptive words on an igloo to extend vocabulary.

Draw snowy (child initiated) pictures linked to our topic and label, i.e. igloo, ice etc.

Fiction and non fiction books about the river. Learning about how to find facts, about a river. Difference between a story and non fiction.

Making river signs to put around school. Writing about a family picnic. Writing labels for a purpose along the river, eg. Danger, picnic spot, children playing etc. Crocodiles sleeping. (writing for a purpose)

Children to be involved in daily literacy activities either adult led in small/large groups or independent activities at choosing time - stories with props, singing, rhymes, letters and sounds etc

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Mathematics (Specific Area)

Class – Reception
Topic – Water

Term – Spring 1

Learning Objectives

Suggested Activities

Numbers

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

ELG: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Introduce counting 5 minutes per day with the counting stick.

Core Numeracy Areas: (see additional planning)

More and Less, 1 more and beyond;

Capacity and related vocabulary;

Finding more and relating this to addition;

Adding 2 single digit numbers and count on to find the answer;

Subtracting numbers within 20 by counting back.

2D and 3D shape, naming and features.

Telling the time and sequencing daily events,

Using language related to position.

Weighing parcels in the post office.

Additional Numeracy work linked to topic:

Making repeated patterns with three items, scarf, gloves and hat.

Making rocks to go along the river bed. Children to choose a number eg 10 and stick 10 objects from the investigation area onto the rock. Placing in position along the bed.

Making penguins from 2D shapes

Counting items on the busy finger table

Sequencing

Doubling spots on hankies

Addition with frogs

Position work - a large rock in the river. The children place a frog on top, underneath, next to, beside, above the rock. HA children record the frog in four positions, LA children record the frog in one or two positions.

Topic to be developed and extended according to the children's ideas and suggestions. These ideas will be added to the planning throughout the half term.

Understanding the World (Specific Area)

Class – Reception
Topic – Water

Term – Spring 1

Learning Objectives

People and communities

- Enjoys joining in with family customs and routines.

ELG: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world

- Looks closely at similarities, differences, patterns and change.

ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

ELG: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Suggested Activities

1. Exploration of ice—where does it come from, how is it made, what does it look like, feel like. Where in the world might we find icebergs. Why do we not have icebergs in this country?
2. Stormy Seas - why are waves sometimes huge and seas can be stormy? Link to work in 'Lost and Found'.
3. Home/School opportunity - What do we use water for? Children to choose one day and think of all the ways they have used water, i.e. washing, cooking, drinking etc.
4. **Children learn about the Antarctic and cold countries through topic discussions, books, internet clips. Focus on the differences in life in these cold lands, i.e. weather, housing, heat, light, clothing, animals. Through the role play area 'our igloo' they will be able to put into practice what they have learnt.**

5. Observe/play with different shaped ice cubes and blocks. Look at photographs of icebergs (as a stimulus for writing about and making) different shapes, sizes.

6. Learning about Rivers. In particular The Nile (longest) The Thames (big city) The Tyne (local) city/country.

Difference between city life, country life. Busy, visits to rivers i.e. quayside, leisure, family picnics.

Animals and fish in rivers.

Day and night

Traditions and customs

Become familiar with 2 simple suite of programs and develop mouse control. Create a range of artwork using 2 Paint a Picture related to the topic. Research topic ideas, using Espresso (online encyclopaedia). Learn how to log on to the computer suite computers, laptops and tablets.

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Learning Objectives**Exploring and using media and materials**

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Suggested Activities

1. **Exploring Cold colours - look at a range of paintings inspired by ice. Provide children with blue and white powder paint. Children to explore mixing blues and whites to create patterns and textures as inspired by the ice paintings.**
2. **Making ice cubes - provide a range of different textures for children to use to create an ice cube, such as sparkly white powders, blue and white beads, of different shades and textures. (Making Station)**
3. **Planning a new role play area with the children - children to decide how to create a water related area.**
4. **Stormy Seas - create a dramatic stormy sea painting inspired from the images in 'Lost and Found', using a range of blues, and whites.**
5. **Children to make a simple sailing boat using collage material, to put onto their stormy sea picture, using lolly sticks and card.**
6. **Create models from the story of 'Lost and Found'. (boy, penguin, boat, sign, etc)**
7. **Create a penguin painting, using black, white and orange paint.**
8. **Drawing images that represent aspects from the story 'Lost and Found'.**
9. **Draw penguins using charcoal and coloured pencils. (images as stimulus)**
10. **Make an igloo with marshmallows and cocktail sticks, igloo pictures with cotton wool.**
11. **Make an iceberg using range of junk modelling.**
12. **Make a Penguin using collage paper and a cup.**
13. **Music - listen to Rod Steward 'I am sailing'. Sing Row Row Row your boat, change tempo and speed by using the river current and changing direction.**
14. **Variety of art work / construction/model making around the river theme.**
15. **Designing and making individual bridges. Team to make Tyne Bridge, Designing and making stepping stones, Design and make river animals i.e. otters, crocodiles, fish etc.**
16. **Designing and making river transport - boats, canoes, etc. Making collage fish.**
17. **Make a shadow puppet**
18. **Papier mache snowballs.**
19. **Toilet roll snowmen.**
20. **Chinese lanterns, paper dragons, good luck charms, Chinese new Year cards, handprint dragons**
21. **Create scenery for role play area.**
22. **Investigation with various media.**

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