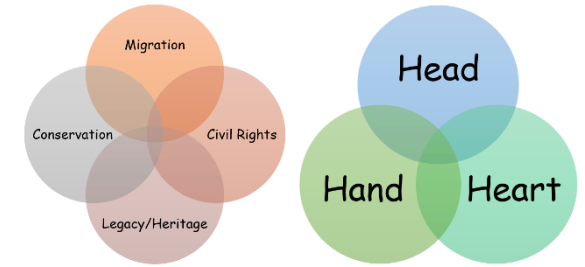


Riversdale Primary School

Medium Term Planning



Year Group	Reception
Topic	The Big Wide World
Vocabulary	journey, transport, vehicle, plane, train, coach, tram, helicopter, passport, continent, country, ocean, habitat, environment, mountain, forest, grassland, rainforest, jungle, desert, river, lake, sea, island, community, diversity, heritage, similarity, difference, farm, tractor, harvest.
Big Questions	What makes places special?

Learning Overview
This half term we will be getting ready for the transition to Year 1. We will think and talk about how it feels to go somewhere new. We will do some writing to support our transition, all about me, as well as writing about what we would like to do in the summer holidays. We will build and construct aspects of things linked to seaside holidays - sandcastles, caravans, tents and beach hut using large and small equipment- lollypop sticks, crates and cardboard boxes etc. We will make fruit ice-lollies - investigating liquid to solid, melting, freezing etc. We will write postcards. We will make seaside paintings- create different consistencies of paint by adding water/sand/glue. (Week 3/4) We will do observational drawings of shells spotting patterns and using a variety of media such as chalk, pastels, pencils, crayons, pens, collage etc. We will build clay models linked to the seaside such as crabs, fish, starfish, lighthouse etc. We will be making and decorating Father's Day cards. We will learn about different places around the world and how we might travel there (aeroplane, train, car, bicycle etc). We will learn what it's like to be part of a community. We will focus on our values and how we can be good members of our classroom community. We will do a walk around our local area and draw a map and talk about how we travel to school. We will do a traffic survey. We will learn that we are part of a global community and that some families come from different parts of the world. We will find out about where we all come from. We will learn that our heritage is our unique inherited sense of family identity, including the values, traditions, culture, and artefacts handed down by previous generations. We will learn that different countries around the world have different habitats, plants, and animals. We will learn that a habitat is the natural home or environment of a living thing and include oceans, woodlands, ponds, and gardens. We will learn that climates and environments are different, depending on their location on Earth. We will learn that a globe is a 3D model of the Earth and maps show 2D images of places.

We will make papier mâché globes.

We will be talking about hot climates (Africa/ Rain Forests) vs. cold climates (Arctic/Antarctic)

To prepare for our trip to the farm we will find out about life on a farm:

We will talk about safety on the farm – machinery, washing hands etc.

We will talk about changing seasons.

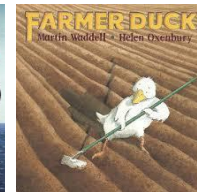
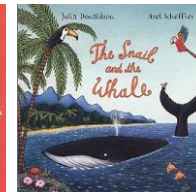
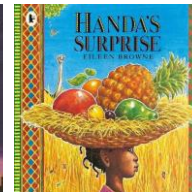
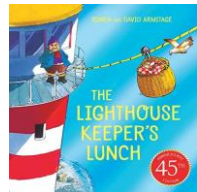
What happens on a farm at different times of the year? We will learn about farm animals and their babies.

We will learn about what grows on a farm that we can eat and what do farm animals eat

We will make a salad or a healthy wrap out of the vegetables that we have grown in our garden.

Quality Stimulus Text(s)

Supporting texts will link closely to minibests, animals and plants, including fiction and non-fiction.



Significant People Past & Present

- David Attenborough

Linked UNCRC Articles

Rule of law

Children understand their own and others' behaviour.

To understand that we have classroom rules that help us to be safe and help us learn together.

To understand that breaking class rules has consequences.

Democracy

making decisions together.

Children are encouraged to take turns and share.

Children are encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.

To take a class vote on chosen topic.

Individual liberty

Freedom for all Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning. Risk taking.

Mutual respect and tolerance

Children to celebrate different festivals and share experiences of all cultures and faiths.

Children to learn to take turns to talk and listen to each other.

Adults to provide resources and activities that challenge gender, cultural and racial stereotyping.

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Learning:		
		Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Communication & Language	• Uses language as a powerful means of widening contacts, sharing feelings, experiences, and thoughts. • Holds a conversation, jumping from topic to topic. • Focusing attention – still listen or do but can shift own attention. • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences. • Uses vocabulary focused on objects and people that are of particular importance to them.	• Children will know how to speak clearly in whole sentences using recently introduced vocabulary. • Children will know how to express their ideas and feelings using full sentences. • Children will be able to listen attentively and respond to what they hear with relevant actions. • Children will be able to discuss their ideas and feelings through class and small group activities and use the appropriate tense when speaking, with modelling and support from the adults.	• We will look at photographs of different people and places that are important to us and be able to describe and share our own memories.	• Listening to one another and sharing ideas.
Mathematics	<u>Number</u> • Count up to 10 • Count backwards from 10 • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10. • Solve real world mathematical problems with numbers up to 10. • Understand part-whole combinations up to 10. • Addition and subtraction strategies within 10.	<u>Number and pattern</u> • Count to and from 20. • Collect and represent simple data sets. • Recognise and understand odd and even numbers. <u>Shape, space and measure</u> • Understand the mass of different objects. • Describe and compare different capacities. • Recognise 1p, 2p, 5p and 10p coins.	• Reason mathematically using vocabulary accurately and confidently • Use a variety of manipulatives to represent mathematical thinking • Gain practical experience of everyday objects with different masses • Experience different capacities through free play. • Pay for items using a variety of 1p, 2p, 5p and 10p coins. • Develop spatial reasoning skills	• Listen to one another respectfully • Approach problem solving with curiosity • Solve problems with a systematic approach • Engage in discussion with a partner or as a part of a group

	<u>Numerical Patterns</u> - Understand position through words alone – for example, “The bag is under the table,” – with no pointing. - Talk about and identify the patterns around them. - For example: stripes on clothes, designs on rugs and wallpaper. - Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. - Extend and create ABAB patterns – stick, leaf, stick, leaf.	<u>Problem solving</u> Apply knowledge, skills and positive attitude to solving word problems.	Automatically recall number bonds up to 5	
PSED	- Growing ability to distract self when upset e.g. by engaging in a new play activity. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Is more outgoing towards unfamiliar people and more confident in new social situations. - Can select and use activities and resources with help. - Welcomes and values praise for what they have done. - Initiates play, offering cues to peers to join them. - Shows confidence in asking adults for help. - Aware of own feelings and knows that some actions and words can hurt other people’s feelings.	- Children will know how to express how they feel about moving to Year 1. - Children will know how to celebrate happy memories.	- Children will be able to explore and discuss worries and that the best thing to do is to share them through stories and role play. - Talk about their excitement and things they are looking forward to doing in their next year group. - Children will be able to talk about things they have achieved in EYFS. - Discuss their favourite memories from the year with their peers and adults. - We will discuss the importance of friendship and working as a team and create a list of the qualities of a good friend. - We will look at the Lighthouse Keeper’s lunch and discuss what we would pack to make a healthy lunchbox?	

Physical Development	• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •) Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Can tell adults when hungry or tired or when they want to rest or play. • Understands that equipment and tools have to be used safely	• Children will develop gross motor skills using the outdoors for large scale construction and painting/chalking. • Use of various sensory materials to encourage mark making.	• We will be using the parachute to create 'waves' and to play different games. • We will explore patterns made by pressing shells into playdough. • We will be doing cosmic yoga.	• Work collaboratively and share ideas.
Literacy	• Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured.	• Children will know some of the features of a poem. • We will be able to use the recently introduced vocabulary to explore the characters in a poem or a story. • We will be able to use recently introduced vocabulary to write descriptive phrases for a poem.	• We will write a message for our new class teacher. • We will make a map and label it. • We will write a set of instructions to make a sandwich for the lighthouse keeper. • Write a list of animals/plants that you might find in a hot/cold habitat. • We will write a poem as a class.	

	• Suggests how the story might end. Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. Enjoys and increasing range of books. • Ascribes meanings to marks that they see in different places. • Gives meaning to marks they make as they draw, write and paint.	• Children will know that adjectives are used to describe things. • Children will know how to write simple phrases and sentences that can be read by others. • Children will know how to create a story map. • Children will know how to write simple phrases and sentences that can be read by others. • Children will know how to re-tell a story to their peers. • Children will be able to use recently introduced vocabulary to demonstrate their understanding in their writing. • Children will be able to identify the start, middle and ending of the story and record them on a story map. • Use the story map to retell the story in their own words, using the recently introduced vocabulary.		
Understanding the world	• Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	• Children will know that all the countries of the world are located on a globe. That they need a passport to travel to other countries. • Children will know that an island is surrounded by seas or oceans. • Children will know that we are now in summer and how that affects our weather.	• We will explore the concept of a 2D map compared to a 3D globe. • We will be able to participate in fieldwork to explore the seasonal changes in nature, in our school grounds and local area. • We will discuss the similarities and differences between our current weather to that in the southern hemisphere.	

	• Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images. • Shows care and concern for living things and the environment.			
Expressive Art & Design	• Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. Imitates movement in response to music. • Taps out simple repeated rhythms. Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. • Uses various construction materials. Beginning to	• Children will know how to add colour and texture to a collage background. • Children will know how to create a simple flap or hinge. • Children will know how to perform songs and move in time to the music.	• We will create a textured background for a collage. • We will do some cutting, joining and finishing skills with card to make simple flaps and hinges. • We will explore the lyrics of songs linked to the topic and perform songs with others and try to move in time to the music. • We will create puppets to use in our storytelling. • We will explore creating wax resist pictures of underwater scenes. • We will make celery stick fish scale paintings. • We will do shell sketches: Observe patterns and sketch using a variety of media such	• Create collaboratively sharing ideas, resources, and skills.

	construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Uses available resources to create props to support role-play. Creates movement in response to music.		as chalk, pastels, pencils and crayons.	
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