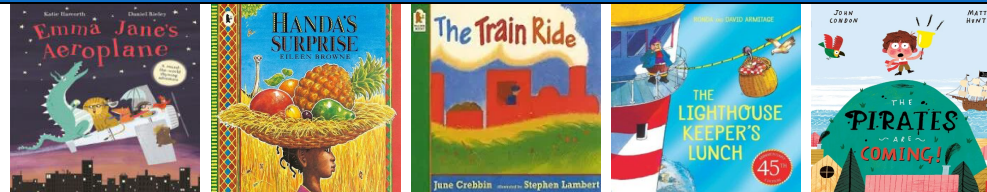


# Riversdale Primary School

## MEDIUM TERM PLANNING

<b>YEAR GROUP</b>	Reception			
<b>TOPIC</b>	Oh, The Places You'll Go!			
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>journey,</li> <li>transport,</li> <li>vehicle,</li> <li>plane,</li> <li>train,</li> <li>coach,</li> <li>tram,</li> <li>helicopter,</li> </ul>	<ul style="list-style-type: none"> <li>passport,</li> <li>continent,</li> <li>country,</li> <li>ocean,</li> <li>habitat,</li> <li>environment,</li> <li>mountain,</li> <li>forest,</li> </ul>	<ul style="list-style-type: none"> <li>grassland,</li> <li>rainforest,</li> <li>jungle,</li> <li>desert,</li> <li>river,</li> <li>lake,</li> <li>sea,</li> <li>island,</li> </ul>	<ul style="list-style-type: none"> <li>farm,</li> <li>tractor,</li> <li>harvest,</li> <li>community,</li> <li>diversity,</li> <li>heritage,</li> <li>similarity,</li> <li>difference.</li> </ul>
<b>BIG QUESTIONS</b>	What makes places special?			

### QUALITY STIMULUS TEXT(S)



### 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.

We will explore our local environment around our school and further afield-trip to Bocketts Farm.

We will talk about places that are significant to us.

We will look at maps and create our own to show the environments and places that are familiar to us.

We will talk about how we travel to school.

We will do a traffic survey.

We will learn about places around the world (particular focus on countries that are significant to the teachers and children within the class) and how we might travel there- land, water, air, thinking about what mode of transport is best for getting us to different places.  
 We will imagine that if we could go anywhere where would it be?  
 We will look at transport-past and present.  
 We will learn about the seaside and pirates.  
 We will do lots of science experiments with water.  
 We will be taking part in Sports day.

SUBJECT	CONSOLIDATING: <small>WHAT SKILLS SPECIFIC TO THIS TOPIC ARE BEING BUILT UPON? WHAT KNOWLEDGE SPECIFIC TO THIS TOPIC IS BEING CONSOLIDATED?</small>	LEARNING:		
		HEAD* <small>WHAT SUBSTANTIVE KNOWLEDGE SHOULD THE CHILDREN LEARN?</small>	HAND* <small>WHAT DISCIPLINARY KNOWLEDGE AND SKILLS SHOULD THE CHILDREN LEARN?</small>	HEART* <small>WHAT VALUES AND EMOTIONAL INTELLIGENCE CONCEPTS SHOULD THE CHILDREN DEVELOP?</small>
<b>PHONICS</b>	<ul style="list-style-type: none"> <li>Consolidating Phase 3 and Phase 2 GPCs.</li> <li>Consolidating previously taught Phase 4 GPCs.</li> <li>Applying phonics knowledge in reading and writing.</li> </ul>	Phase 4: <ul style="list-style-type: none"> <li>Week 1: long vowel sounds CVCC CCVC</li> <li>Week 2: long vowel sounds CCVC CCCVC CCV CCVC</li> <li>Week 3: Phase 4 words               <ul style="list-style-type: none"> <li>ending –s /s/</li> <li>ending –s /z/</li> <li>ending –es</li> <li>longer words</li> </ul> </li> <li>Week 4: root word ending               <ul style="list-style-type: none"> <li>–ing,</li> <li>–ed /t/,</li> <li>–ed /id/ /ed/,</li> <li>–ed /d/</li> </ul> </li> <li>Week 5: Phase 4 words ending               <ul style="list-style-type: none"> <li>–s /s/,</li> <li>–s /z/,</li> <li>–es</li> <li>longer words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can recognise and say sounds for letters and digraphs/ trigraphs.</li> <li>I can blend sounds to read simple words.</li> <li>I can segment sounds to spell simple words</li> <li>I can use finger spaces, capital letters, and full stops in early writing.</li> <li>I can read simple texts with fluency and understanding.</li> <li>I can segment words into sounds to spell them.</li> <li>I can write words and simple sentences using my phonics knowledge.</li> <li>I can reread my writing to check if it makes sense.</li> <li>I can use phonics to help me read unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>I can show respect by listening to others.</li> <li>I can show respect by sharing and taking turns.</li> <li>I can show responsibility by looking after resources.</li> <li>I can show responsibility by making good choices.</li> <li>I can show reflection by talking about their learning.</li> <li>I can show resilience by keeping going when things are tricky.</li> </ul>
<b>COMMUNICATION &amp; LANGUAGE</b>	<ul style="list-style-type: none"> <li>Use language as a powerful means of widening contacts, sharing feelings, experiences, and thoughts.</li> <li>Hold a conversation, jumping from topic to topic.</li> <li>Focus attention – still listen or do but can shift own attention.</li> </ul>	<ul style="list-style-type: none"> <li>I can speak clearly in full sentences using new vocabulary.</li> <li>I can share my ideas, experiences and feelings with others.</li> <li>I can understand and use words linked to journeys, places and transport.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen carefully and respond appropriately.</li> <li>I can ask and answer questions in group discussions.</li> <li>I can describe important people and places and explain my thinking.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen respectfully to others.</li> <li>I can value different experiences and viewpoints.</li> <li>I can build confidence when speaking in front of others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences.</li> <li>• Use vocabulary focused on objects and people that are of particular importance to them.</li> </ul>			
<p><b>MATHEMATICS</b></p>	<p><u>Number</u></p> <ul style="list-style-type: none"> <li>• Count to 10</li> <li>• Count backwards from 10</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10.</li> <li>• Solve real world mathematical problems with numbers up to 10.</li> <li>• Understand part-whole combinations up to 10.</li> <li>• Addition and subtraction strategies within 10.</li> </ul> <p>Numerical Patterns</p> <ul style="list-style-type: none"> <li>• Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</li> <li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</li> <li>• Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Extend and create ABAB patterns – stick, leaf, stick,</li> </ul>	<ul style="list-style-type: none"> <li>• I can count, compare and represent numbers to 20.</li> <li>• I can recognise odd and even numbers.</li> <li>• I can talk about mass, capacity, position and coins.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use equipment and manipulatives to solve problems.</li> <li>• I can explain my mathematical thinking.</li> <li>• I can apply number knowledge to real-life situations such as surveys and shopping.</li> </ul>	<ul style="list-style-type: none"> <li>• I can keep trying when solving problems.</li> <li>• I can work with a partner and share ideas.</li> <li>• I can approach challenges with curiosity and confidence.</li> </ul>

	leaf.			
<b>PSED</b>	<ul style="list-style-type: none"> <li>Continue to develop the skill of distracting self when upset e.g. by engaging in a new play activity.</li> <li>Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>Be more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>Select and use activities and resources with help.</li> <li>Welcome and value praise for what they have done.</li> <li>Initiate play, offering cues to peers to join them.</li> <li>Show confidence in asking adults for help.</li> <li>Be aware of own feelings and know that some actions and words can hurt other people's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my feelings about moving to Year 1.</li> <li>I can recognise my achievements and strengths.</li> <li>I can understand what makes a good friend and teammate.</li> </ul>	<ul style="list-style-type: none"> <li>I can share worries and ask for help when I need it.</li> <li>I can discuss memories and future hopes.</li> <li>I can work cooperatively and contribute to class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>I can show resilience when facing change.</li> <li>I can be kind, respectful and supportive to others.</li> <li>I can feel proud of my learning journey and look forward to new experiences.</li> </ul>
<b>PHYSICAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping.</li> <li>Mount stairs, steps or climbing equipment using alternate feet.</li> <li>Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Stand momentarily on one foot when shown.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why exercise, rest and healthy choices are important.</li> <li>I can recognise ways to keep my body safe.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop my balance, coordination and control.</li> <li>I can use tools and equipment safely.</li> <li>I can create large-scale marks, patterns and constructions outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>I can work collaboratively and share resources.</li> <li>I can show determination when learning new physical skills.</li> <li>I can enjoy being active and celebrate my progress.</li> </ul>

	<ul style="list-style-type: none"> <li>• Draw lines and circles using gross motor movements.</li> <li>• Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Hold pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Tell adults when hungry or tired or when they want to rest or play.</li> <li>• Understand that equipment and tools must be used safely.</li> </ul>			
<p><b>LITERACY</b></p>	<ul style="list-style-type: none"> <li>• Enjoy rhyming and rhythmic activities.</li> <li>• Show awareness of rhyme and alliteration.</li> <li>• Recognise rhythm in spoken words.</li> <li>• Listen to and joins in with stories and poems, one-to-one and in small groups.</li> <li>• Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Begin to be aware of the way stories are structured.</li> <li>• Suggest how the story might end.</li> <li>• Listen to stories with increasing attention and recall.</li> <li>• Show interest in illustrations and print in books and print in the environment.</li> <li>• Recognise familiar words and signs such as own name and advertising logos.</li> <li>• Look at books independently.</li> <li>• Enjoy an increasing range of books.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify features of poems, stories and maps.</li> <li>• I can use adjectives and new vocabulary in my writing.</li> <li>• I can understand the structure of a story.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write labels, lists, messages, instructions and simple sentences.</li> <li>• I can create and use a story map.</li> <li>• I can retell stories and record my ideas in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can enjoy sharing stories, poems and writing with others.</li> <li>• I can take pride in my written work.</li> <li>• I can use my imagination creatively.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ascribe meanings to marks that they see in different places.</li> <li>• Give meaning to marks they make as they draw, write and paint.</li> </ul>			
<p><b>UNDERSTANDING THE WORLD</b></p>	<ul style="list-style-type: none"> <li>• Show interest in the lives of people who are familiar to them.</li> <li>• Remember and talks about significant events in their own experience.</li> <li>• Recognise and describe special times or events for family or friends.</li> <li>• Show interest in different occupations and ways of life.</li> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talk about why things happen and how.</li> <li>• Know how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>• Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images.</li> <li>• Show care and concern for living things and the</li> </ul>	<ul style="list-style-type: none"> <li>• I can name features of the world such as countries, islands, oceans and globes.</li> <li>• I can explain why we use passports and different forms of transport.</li> <li>• I can describe seasonal changes in summer.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use maps and globes to find places.</li> <li>• I can take part in fieldwork and observe changes in nature.</li> <li>• I can compare weather and environments in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show curiosity about the wider world.</li> <li>• I can respect similarities and differences between people and places.</li> <li>• I can care for living things and the environment.</li> </ul>

	environment.			
<p><b>EXPRESSIVE ART &amp; DESIGN</b></p>	<ul style="list-style-type: none"> <li>• Enjoy joining in with dancing and ring games.</li> <li>• Sing a few familiar songs.</li> <li>• Begin to move rhythmically.</li> <li>• Imitate movement in response to music.</li> <li>• Tap out simple repeated rhythms.</li> <li>• Explore and learn how sounds can be changed.</li> <li>• Explore colour and how colours can be changed.</li> <li>• Understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.</li> <li>• Begin to be interested in and describe the texture of things.</li> <li>• Use various construction materials.</li> <li>• Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Join construction pieces together to build and balance.</li> <li>• Realise tools can be used for a purpose.</li> <li>• Sing to self and makes up simple songs.</li> <li>• Make up rhythms.</li> <li>• Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engage in imaginative role-play based on own first-hand experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify ways to add colour, texture and movement in my artwork.</li> <li>• I can understand how artists and performers communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use cutting, joining and construction techniques.</li> <li>• I can create puppets, collages and artwork using different media.</li> <li>• I can sing, perform and move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>• I can share ideas and work collaboratively.</li> <li>• I can express myself creatively and confidently.</li> <li>• I can appreciate and celebrate my own and others' creations.</li> </ul>



- Use available resources to create props to support role-play.
- Create movement in response to music.

