

**Reception Medium Term Plan – Weekly Overview**

**Topic: All things Animals**

**Term: Spring 1**

Week and Focus	Personal, social and emotional -self-confidence and self-awareness -Managing feelings and behaviour - Making relationships	Communication and Language -Listening and attention -understanding - speaking	Physical D -Moving and handling - Health and self-care	Literacy -Reading -Writing	Mathematics -Number -Shape, space and measure	Understanding the world -People and communities - The world - Technology	Expressive arts and design -Exploring and using media and materials - Being imaginative	Outdoor Provision	WOW
Week 1 Pets	Model interactions in the role play area (vets)  Group discussions - what do you already know about pets? Turn taking, listening to others, relevant comments.	When sharing the book with the class, encourage them to anticipate events and talk about what they see on the page, asking open questions to prompt them. Become reading detectives and ask them some comprehension questions.	Discussions on how we manage our own hygiene after handling pets.	Book-Hairy Maclary from Donaldson's Dairy (F) - Pets	One More & One Less – Children continue to count, subitise and compare as they explore one more and one less.	Matching pictures of pets to the things they have/need	Drawing pictures of our pets or pets we would like to have.  Pet collars (Pattern)	Build a kennel Wash a dog How many spots? (dalmations)	Pet fish
Week 2 Farm	Discussions about right and wrong. Looking at the villains in the story. How can we resolve conflicts with our friends?	When sharing the book with the class, encourage them to anticipate events and talk about what they see on the page, asking open questions to prompt them. Become reading detectives and ask them some comprehension questions.	Obstacle courses and routes. Positional and directional language.	Book- What the Lady Bird Heard (F) – Farm Animals Rhyme week Reading and writing cvc words.	Shapes with four sides – Children learn that squares and rectangles have 4 straight sides and 4 corners.	matching pictures of animals to their 'things'	Junk modelling - make a barn or stable for a farm animal	obstacle courses  washing the mini tractors	Hatching chicks
Week 3 Jungle	Discussing relationships - link to the book feeling sad and lost, a connection that we look like our family.	When sharing the book with the class, encourage them to anticipate events and talk about what they see on the page, asking open questions to prompt them. Become reading detectives and ask them some	colouring pictures from the story  cutting skills - cutting pictures from the story	Book- Monkey Puzzle (F) – Jungle Animals	Night and Day – Children talk about night and day and order events in their daily routines.	Night and Day – Children talk about night and day and order events in their daily routines.	drawing light and dark house - black or white paper  nocturnal animals from the jungle	making stick puppet jungle animals  Hunting for the animals from the story - hidden object game	Pet snake visit

		comprehension questions.							
<b>Week 4 Under the sea</b>	talking about telling the truth	When sharing the book with the class, encourage them to anticipate events and talk about what they see on the page, asking open questions to prompt them. Become reading detectives and ask them some comprehension questions.	In the hall - pretend to be water transport and sea creatures  magnetic fishing rods	Book- Tiddler (F) – Under the sea animals	Introducing zero – Build on practical understanding of ‘nothing there’ or ‘all gone’. Children learn that the number name <b>zero</b> and numeral <b>0</b> can be used to represent this idea.	explore floating and sinking	collage a huge shark together	sea creature creations - make and decorate sea creatures to display on the windows	4D room / big screen  watch a video of under the sea creatures
<b>Week 5 Woodlands</b>	talking about animals in the forest, what will be there, what have we seen?  Discuss our own experiences of forests	When sharing the book with the class, encourage them to anticipate events and talk about what they see on the page, asking open questions to prompt them. Become reading detectives and ask them some comprehension questions.	make a gruffalo crumble	Book- The Gruffalo (F) – Woodland/Forest animals (minibeasts)	Comparing numbers to 5 – Children continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity.	Habitats  Taking photos of insects with tablets	make a clay insect	make a bug hotel and explore the garden for bugs  bug hunts bug boxes	gruffalo walk
<b>Week 6 Sky</b>	Talk about how the owls looks after each other  talk about the difference between sarah percy and bill	When sharing the book with the class, encourage them to anticipate events and talk about what they see on the page, asking open questions to prompt them. Become reading detectives and ask them some comprehension questions.	discuss facts about owls	Book- Owl Babies (F) – Flying animals	Composition of 4 & 5 – Children will continue to develop the understanding that all numbers are made up of smaller numbers.	measuring distance travelled  by toy man on a parachute	owl picture to put feathers on	building birds nests	owl visitor?

<p><b>Literacy</b>          Have some favourite stories, rhymes, songs          Distinguish between marks made          Beginning to be aware of the way stories are structured          Suggest how the story might end          Describes main story events, settings and characters          Looks at books independently          Listens to stories with increasing attention and recall          Give meanings to marks they make          Link sounds to letters, naming and sound letters of the alphabet          Attempts to write short sentences meaningful contexts          Writes own name and other things such as labels and captions          Enjoys an increasing range of books          Children read and understand simple sentences</p>	<p><b>Mathematics</b>          Selects a small number of objects from a group          Begin to use the language of size          Uses some language of quantities—more/a lot          Compares two groups of objects saying when they have the same          Realises anything can be counted          Begins to represent numbers using fingers          Shows interest in representing numbers and solving number problems          Counts objects to 10 and begin to count beyond 10          Counts out up to 6 objects from a larger group          Counts an irregular arrangement of and finds 1 more/less to 10 objects          Records using marks they can interpret/explain          Orders 2 items by weight/capacity          Begins to identify own mathematical problems based on interests</p>
<p><b>Personal, Social and Emotional Development</b>          Separates from main carer with support          Seeks comfort from familiar adults          Show understanding and cooperate with some boundaries and routines          Can inhibit own actions or behaviours          Interested in others play and starts to join in          Can select and use resources with help          Aware of own feelings, and knows that some actions or words can hurt others feelings          Can play a group, extending and elaborating play ideas          Shows confidence in asking adults for help          Take turns and share resources          Confident to speak to others about own wants, needs interest and opinions          Begin to negotiate and solve problems without aggression          Work as part of a group or class and understand and follow the rules</p>	<p><b>Communication and Language</b>          Listens with interest to the noises adults make when they read stories Understands who/what/where questions          Develop understanding of simple concepts          Uses simple sentences          Joins in repeated refrains and anticipates key events and phrases in stories Listens to stories with increased attention and recall          Shows understanding of prepositions          Respond to simple instructions          Can retell simple past event in correct order          Uses talk to connect ideas, explain what is happening, and anticipate what might happen next          Questions why things happen and give explanations          Responds to instruction involving a two-part sequence          Uses talk to organise, sequence and clarify thinking, ideas feelings events          Uses language to imagine and recreate roles and experiences in play situations          Children can listen attentively in a range of situations          Children follow instructions involving several ideas or actions</p>
<p><b>Physical Development</b>          Runs safely on whole foot          Begins to use three fingers to hold writing tools Imitates drawing simple shapes          Can usually manage washing and drying hands          Uses one handed tools and equipment          Draws lines and circles using gross motor movements          Moves freely and with pleasure and confidence in a range of ways          Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles          Draws lines and circles using gross motor movements          Observes the effect of activities on their bodies          Shows some understanding of how good practises with regards to exercise, hygiene and eating can contribute to good health          Practises some appropriate safety measures without direct supervision          Travels with confidence and skill around under over and through balancing and climbing equipment          Shows increasing control over an object when throwing, catching, pushing, patting, kicking</p>	<p><b>Understanding the world</b>          Enjoys playing with small world models          Seeks to acquire basic skills in turning on and operating ICT equipment          In pretend play imitates everyday actions and events          Can talk about things they have observed          Talk about why things happen and how things work          Develop an understanding of change          Knows how to operate simple equipment          Looks closely at similarities, differences, patterns and change          Understand basic scientific concepts such as floating and sinking</p>

Practices some appropriate safety measures without direct supervision

**Expressive Arts & Design**

Joins singing favourite songs

Experiments with blocks, colours and marks

Begin to use representation to communicate

Begin to make believe by pretending

Sings a few familiar songs

Realises tools can be used for a purpose

Begin to be interested and describe the texture of things

Uses various construction materials

Engages in imaginative role play based on own first-hand experience

Experiments to create different textures

Manipulates materials to achieve a planned effect

Understand that different media can be combined to create new effects

Constructs with a purpose mind using a variety of resources

Introduce a storyline or narrative into play

Safely use a variety of tools and techniques experimenting with colour, design, texture, form and function