



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy



The Great Outdoors

Nunthorpe Primary Academy Core Values



Year Group: Reception

Characteristics of Effective Learning

Playing and Exploring – engagement	Active Learning – Motivation	Creating and Thinking Critically
Finding out and exploring Playing with what they know Being willing ‘to have a go’ Choosing ways of doing things to do.	Being involved and concentrating Keeping trying Enjoying achieving what they set out	Having their own ideas Making links

Intent, Vision and Values

The first half-term in Reception is carefully planned to ensure that all learners feel valued and supported in every aspect of school life. Strong, respectful relationships between staff, pupils and their caregivers are at the heart of helping children to express themselves and communicate effectively. Sharing stories, listening and developing a love for language, creativity, imagination, physical skill and problem solving is at the centre of the learning provision both in and outdoors. Supporting children’s independence and resilience as part of their daily routine along with a strong ethos of teamwork underpins the aspiration for our pupil’s achievement in the early weeks of school.

Communication and Language	Skills	Overview
<ul style="list-style-type: none"><i>Listening and Attention</i>	<ul style="list-style-type: none"><i>Children demonstrate that they can listen and respond appropriately for short periods of time.</i>	<i>Children learn to listen for short inputs and to respond appropriately to participate in classroom routines such as registration, short story sessions, songs and preparing for lunchtime and home time.</i>



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<ul style="list-style-type: none">Speaking	<ul style="list-style-type: none">Children use age-appropriate talk when interacting 1:1 with peers or in a small group informally.	<p>Children will speak for a range of different informal circumstances as part of their normal daily routine. Such as negotiating ideas, plans and resources with peers and responding and talking to adults in order to operate in the environment as effectively as possible. Adults will support children by modelling effective grammar and syntax structure as well as scaffolding new vocabulary linked to the topic.</p> <p>Children will use the role-play area (bakery/pizza parlour) to develop language and extend vocabulary.</p> <p>Provision within the areas will encourage children to interact and develop language linked to autumn e.g. labels for fir cones, conkers, names for trees, leaf identification guides etc.</p>
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Personal, Social, Emotional Development	Skills	Overview
<ul style="list-style-type: none">Self- Regulation	<ul style="list-style-type: none">Children adapt to new routines and begin to show confidence and independence when following them. For example, starting the morning routine of hanging up their coat and selecting a book to read on the carpet or following instructions to join the correct group for a focused learning activity.	<p>Children demonstrate awareness and understanding of agreed class routines. They may also be able to support others at times to do the same.</p> <p>Children demonstrate enjoyment and engagement when engaged in appropriate learning activities. They might show a sense of pride when completing an activity they found challenging or enjoy being praised for working hard or achieving a new skill.</p> <p>Children will use the classroom rocket and be introduced to the Choice Chart.</p>



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<ul style="list-style-type: none">• <i>Managing Self</i>	<ul style="list-style-type: none">• <i>Demonstrate that they are beginning to manage their own basic hygiene and personal needs.</i>	<i>Learners begin to demonstrate some independence in carrying out day-to-day routines such as washing their hands before lunch-time. They will accept help if needed and may even be able to ask for assistance if required. Particular focus this half-term will be on acquisition of new skills including managing a lunch tray, negotiating the dinner hall, changing for P.E. and coping with a full-school day.</i>
<ul style="list-style-type: none">• <i>Building Relationships</i>	<ul style="list-style-type: none">• <i>Children learn to interact with peers and adults in the school environment. They show respect for others and begin to demonstrate that they should be treated with care and respect too.</i>	<i>Adults will model and demonstrate effective social relationships to children in day-to-day practice as well as sharing a range of picture books around starting school and being kind. E.g. 'Starting School', 'All are Welcome'</i>

Physical Development	Skills	Overview
<ul style="list-style-type: none">• <i>Gross Motor Skills</i>	<ul style="list-style-type: none">• <i>To run, climb, balance and move safely and effectively both in the classroom, outdoors and within a P.E. lesson.</i>	<i>Adults will support children to use the outdoor play equipment safely in the EYFS playground. In P.E. lessons adults will support children to listen effectively and manage space safely. Initially children may take part in P.E. lessons with half the class group at any one time. Children will complete multi skills activities in P.E. and take part in a weekly Yoga lesson.</i>
<ul style="list-style-type: none">• <i>Fine Motor Skills</i>	<ul style="list-style-type: none">• <i>Use a range of small tools, including scissors, paint brushes and cutlery; - explore and experiment with using them safely and with growing accuracy.</i>• <i>To show awareness that holding tools and pencils effectively allows for improved skill and outcomes.</i>	<i>Through careful observations of children using paintbrushes and scissors staff will assess each child's level of skill. They will support and guide learners to use the correct resources within the setting, e.g. scissors suited to their dominant hand, chunky paintbrushes where needed. All children will complete a 'pencil portrait' so that staff can observe the pencil control of each learner and then support their next steps.</i>



Literacy	Skills	Overview
<ul style="list-style-type: none">Comprehension	<ul style="list-style-type: none">Begin to demonstrate an awareness of new vocabulary linked to stories and topics. Children will be able to show that they understand new language by using it in appropriate contexts, such as key story language; 'Once upon a time' to start a story, 'Early one morning',	<p>Children will listen to the traditional tale; 'The Little Red Hen' and begin to tell the story from memory based on shared storytelling sessions in class. They will act out the story using puppets and props. They will begin to make very simple story maps to understand that stories have a structure and adults will encourage children to answers questions about stories; e.g. 'Was it fair that the LRH ate all of the bread?' 'What would you do?' Children will perform the LRH story for nursery using Pie Corbett script and actions.</p>
<ul style="list-style-type: none">Word Reading	<ul style="list-style-type: none">Begin to say a sound for each letter in the alphabet. Once able to recognise six sounds begin to practise blending sounds together aurally to make simple words.	<p>Upon entry to school, assess each child's letter recognition using the Read, Write, Inc, Ruth Miskin, assessment programme. Following assessment, group child according to phonic awareness. Children to work in small focus groups to develop their phonic awareness and word building skills. 2x personal 1:1 reading each week.</p>
<ul style="list-style-type: none">Writing	<ul style="list-style-type: none">Begins to use clearly identifiable letters to give meaning to the marks children make.	<p>Through a wide variety of writing opportunities children are encouraged to write with a purpose in role-play; e.g. filling out order forms for the bakery and writing their name next to various likes and dislikes. Children will be encouraged to label pictures and paintings.</p>



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Mathematics	Skills	Overview
<ul style="list-style-type: none">NumberNumber PatternsShape, Space and Measures	<ul style="list-style-type: none">Children demonstrate an understanding of numerals 1-5 and then 10 (and beyond if possible) They accurately touch count small groups of objects and begin to match objects to numerals.Children explore sequencing numbers and begin to count forwards and backwards to 10.Children name and describe the properties of basic 2D shapes and solid 3D shapes and can select a particular named shape	<p>Using number resources such as Numicon and other counting apparatus. Provide daily challenges in the maths area to support understanding of number values, addition facts & subtraction facts, number bonds and doubling facts to 10.</p> <p>Children solve everyday number problems encountered in real life situations such as sharing and halving. Children talk through their thinking as they work.</p> <p>Plan opportunities for children to describe and compare shapes. Provide resources for children to make repeating patterns with shapes and also design their own shape pictures and patterns. Support children to talk about shapes. Introduce the names of solid shapes to children through play, particularly construction/block play. Label the area with 3D shape names.</p>



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Understanding the World	Skills	Overview
<ul style="list-style-type: none"><i>Past and Present</i>	<ul style="list-style-type: none"><i>Talk about people around them and their role in school.</i>	<p><i>Children become familiar with the roles of various adults connected to school life and the school day, teachers, lunchtime staff, wrap around care staff.</i></p> <p><i>Learn about the roles of people involved in making bread, from the farmer who grows it through to the shopkeeper who sells it. Also, learn about the role of a wildlife officer as the children prepare to take a trip to the woods to learn about autumn. The children will learn about how a mill operates and who is responsible for managing this.</i></p>
<ul style="list-style-type: none"><i>The Natural World</i>	<ul style="list-style-type: none"><i>Talk about their immediate family, community and familiar adults such as school staff.</i><i>Children describe their environment, with a focus on the natural world around them, including the seasons.</i>	<p><i>Children talk about and draw pictures of who is in their family. The pictures will be collated into a class display celebrating diversity using picture books such as: 'Families, Families, Families' and 'The Big Book of Families' support children to identify what makes them feel happy and recognise how family members often make them feel good.</i></p> <p><i>Children will identify signs of autumn, they will observe and talk about what they see. Where possible they will visit the woods with a woodland ranger and take part in den building and other adventurous activities in the local area and also on the school site. Children will collect autumn treasures and create leaf art pictures. The children will grow herbs as part of The Little Red Hen makes Pizza story.</i></p>



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<ul style="list-style-type: none"><i>People and Cultures</i>	<ul style="list-style-type: none">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	<p><i>Children talk about their new school environment and with adult support discuss other places they visit in school e.g. the P.E hall, the dining hall, cloakrooms, outdoor environment.</i></p> <p><i>Children will explore different occupations and roles through role-play activities e.g. baker, shop keeper, chef, waitress.</i></p>
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<i>Expressive Arts and Design</i>	<i>Skills</i>	<i>Overview</i>
<ul style="list-style-type: none"><i>Creating with Materials</i> <i>Being Imaginative and Expressive</i>	<ul style="list-style-type: none"><i>Draw and paint with a range of materials, tools and techniques.</i> <i>Children will begin to retell traditional tales by taking part in role-play or puppet play.</i>	<p><i>Explore with paint and textiles to make animal pictures of the characters in the LRH.</i></p> <p><i>Collect leaves and other autumn artefacts to make prints with, also produce some leaf art.</i></p> <p><i>Children to begin to retell traditional tales alongside other children. Children will take on different roles and responsibilities.</i></p>



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<i>Debate & Discussion Opportunities</i>	<i>Trips and Experiences</i>	<i>Possible Linked Texts</i>
Would you share the bread with your friends? Why do you think LRH's friends did not help him? What do you like to do outdoors? What do you like about big school? Who is part of your family?	Outdoor exploration to the woods or invite external providers onto site. Autumn walk Making pizza and bread Making pumpkin soup	* All Are Welcome - Alexandra Penfold * Never Use a Knife and Fork - Nick Sharrat * The Little Red Hen * The Little Red Hen (Makes a Pizza) Philemon Sturges * The Scarecrow's Wedding - Julia Donaldson * Families, Families, Families! - Suzanne Lang * The Great Big Book of Families - Hoffman Mary * Non - fiction books around making bread and harvest time.

Assessment

Children will complete the national baseline assessment within the first six weeks of starting school. This will include phonics, number recognition, counting, shape recognition, letter formation, name writing and fine motor control.

Children will be observed to assess their progress in CL, PSED, PD, Literacy, Maths, UW and EAD, this will be recorded on Evidence Me.

Pencil Portraits will be used to assess children's pencil grasp and fine motor skills.

Children will be assessed using the Read, Write, Inc assessment tool before starting work on focused phonics teaching.

Pupils who would benefit from additional language support will be screened using assessment tools linked to either NELI, Bug Club or BLAST to assess best fit.