



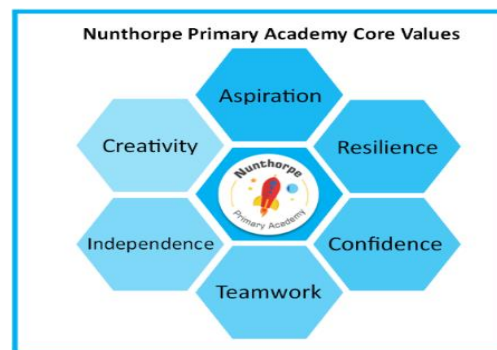
MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception



Water



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	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.	Having their own ideas Making links

Intent

This topic explores the theme ‘water’ in a very broad sense. It encompasses the changing state of weather; snow, ice and melting. Children will explore the immediate world around them by experiencing, observing and discussing features of the season and weather as well as developing an understanding of where we are in the British Isles and world by looking at maps and globes. Rich opportunities for storytelling are carefully planned around the traditional tale; The Three Billy Goats Gruff and also the bible story; ‘Noah’s Ark’. Time is dedicated to investigating floating, sinking and bridge building where opportunities to work collaboratively and solve problems will naturally present themselves. Finally, also explored in this unit, although not explicitly linked, is Chinese New Year and internet safety week. Opportunities to enrich and widen children’s language and vocabulary will help to build foundations for later reading comprehension. Children who need additional support with their language skills will start the 20 week programme ‘NELI’ at the beginning of this term.



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Communication and Language	Skills	Overview
<p><i>Listening and Attention</i></p> <ul style="list-style-type: none"><i>Speaking</i>	<ul style="list-style-type: none">Ask questions to find out more information.Begin to ask questions to develop understanding and confirm what has been said.Articulate their ideas and thoughts in well-formed sentencesConnect one idea or action to another using a range of connectives.	<p><i>Using the traditional story of The Three Billy Goats Gruff and also Noah's Ark children ask who, when and where questions relating to character and plot.</i></p> <p><i>Once secure with who, when and where questions introduce 'why' and 'how do you know questions'.</i></p> <p><i>Children will use story maps as prompts to develop language and storytelling skills. Pie Corbett actions- first, next, finally, and, happily ever after. Staff will introduce onomatopoeia words - trip trap, scratch, scratch, thump, bump.</i></p> <p><i>Children will be encouraged to use a range of connectives in their spoken language, e.g. 'I am going to build a bridge with Lego and I am going to ask some friends to help me.'</i></p>

Personal, Social, Emotional Development	Skills	Overview
<ul style="list-style-type: none"><i>Self- Regulation</i><i>Managing Self</i>	<ul style="list-style-type: none">Shows determination, engagement and perseverance when learning a new skill.To demonstrate a growing independence when dressing and undressing for P.E.Tries to fasten and unfasten coat zippers during cold weather.	<p><i>Children create and set themselves personal goals to work towards. This may be linked to their learning targets or possibly hobbies or personal interests; e.g. to ride a bike without stabilisers.</i></p> <p><i>Children use the class rocket to reward good behaviour and recognise effort and achievement.</i></p> <p><i>Children will be supported to persevere with dressing and undressing showing growing independence. They will be encouraged to talk about good practices and understand it is important to try and develop these skills for themselves.</i></p>



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<ul style="list-style-type: none"><i>Building Relationships</i>	<ul style="list-style-type: none">Why do I have to be clear about knowing 'yes', 'no', 'I'll ask' and 'I'll tell'?Children will express their own feelings and consider the feelings and well-being of others. Children will demonstrate an understanding and willingness to share resources and take turns with others.	<p><i>As part of our PSHE& RSE curriculum the children will learn how to stay safe online and also be clear about the NSPCC pants rule.</i></p> <p><i>Adults support children to share and take turns fairly. Picture books may also be used to identify good choices and kindness. Weekly rewards will be given to pupils who demonstrate kindness towards others. As part of a whole-school focus the children will participate in 'well-being day'.</i></p>
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Physical Development	Skills	Overview
<ul style="list-style-type: none"><i>Gross Motor Skills</i><i>Fine Motor Skills</i>	<ul style="list-style-type: none">Children will move in time to music.Children develop and refine throwing, catching, kicking and aiming with large balls.Children refine movements when using scissors, drawing and painting. They demonstrate a sense of pride when persevering.Children demonstrate a controlled pencil grip and an awareness of accurate letter formation of lowercase letters.	<ul style="list-style-type: none"><i>Children will learn to dance with a large Chinese dragon in small groups. As part of their focused P.E. lessons they will complete a dance module. They will take part in yoga classes and learn seated and standing postures, balances and inversions.</i><i>Children will have opportunities to develop their cutting skills by regular focused activities. They will also make Chinese money envelopes and decorations to celebrate Chinese New Year.</i><i>Regular guided opportunities for children to refine accurate letter formation. Additional intervention for those who find this difficult.</i><i>Staff will review each child's pencil grip as they near the mid-point in the year. When a child's pencil grip and control is good they will move to the pre-cursive handwriting style.</i>



Literacy	Skills	Overview
<ul style="list-style-type: none">Comprehension	<ul style="list-style-type: none">Children will demonstrate understanding of plot by talking about key elements of stories in well-formed sentences.	<p>Children will be encouraged to talk about parts of stories as having a beginning, middle and an end. They will begin to show an understanding of characters and their intentions e.g; What do you think the troll will say? Why did the cheeky rat jump onto the ox's back?</p> <p>Children will be supported to make and use simple props to act out familiar stories.</p>
<ul style="list-style-type: none">Word Reading	<ul style="list-style-type: none">Children will be developing their reading skills by blending letter sounds to read simple words, made up of familiar letter- sound correspondences.	<p>Children will continue to develop their own reading skills and will be listened to on a 1:1 basis twice weekly. Daily phonics sessions are organised in small groups based on phonic knowledge. The classroom environment will also provide a rich variety of quality picture and information books accessible to the children during child-initiated activity.</p>
<ul style="list-style-type: none">Writing	<ul style="list-style-type: none">Build and develop sight word vocabulary, recalling some familiar words from memory, including some common exception words such as; said, was,Children will form lower-case and upper-case letters with a growing awareness of accurate formation.	<p>Children build their own personal collection of sight words linked to reading progress. Whole class opportunities to learn new exception words daily.</p> <p>Regular opportunities will be provided for children to develop accurate formation of letters, this will be delivered through direct teaching and focused activities. Children needing additional support will receive 1:1 intervention.</p>



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- Children will begin to write simple phrases and sentences using known sound-letter correspondences.

Daily opportunities through phonics teaching to segment words for spelling will help children to develop confidence with this skill. This will be developed further during writing opportunities and also phonics challenge activities. Adults will regularly model and support children to articulate a sentence and 'hold it in their head' before attempting to record it on paper.

Mathematics	Skills	Overview
<ul style="list-style-type: none">• Number• Number Patterns	<ul style="list-style-type: none">• Subitise• Understand the 'one more than/one less than' relationship between consecutive numbers.• Automatically recall number bonds for numbers 0–5 and some to 10.• Explore counting in twos	<p>Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.</p> <p>Daily dialogue around how many children are present and absent each day. Sing number songs and discuss one more and less than using a class number track.</p> <p>Provide lots of hands-on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns to help children learn number bonds.</p> <p>Using the story of Noah's Ark as stimulus the children will learn what a 'pair' is and that counting in twos can be helpful. Using toys, shoes, socks etc the children will learn how to count sets of items.</p>



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- *Shape, Space and Measures*

- Describe the properties of 2D shapes and begin to name some basic 3D shapes.
- Use vocabulary relating to positional language to describe their relative position.
- Children use simple ways of measuring time and using everyday language to talk about times of the day.

Children will have regular access to shapes in both the maths and construction area. Children will receive direct teaching to learn about shapes and will have opportunities to apply their knowledge during child-initiated learning.

Children may position their Troll behind, under, in-between, next to or beside the bridge and will be encouraged to use positional language with accuracy.

Children will order pictures to show a sequence of events; e.g. getting ready for school/ bed. They may also explore teaching clocks and real clocks and explore how we use a clock to tell times of the day, e.g.; school starts at 9am and lunch-time is a 12 o'clock.



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Understanding the World	Skills	Overview
Past and Present	<ul style="list-style-type: none">Learn how cultural customs have roots based in traditions established long ago.	Children will listen to the story of how the Chinese years came to be named after different animals. They will begin to develop an awareness that events have happened in the past, although will not be expected to understand the term 'ancient'
The Natural World	<ul style="list-style-type: none">Children will explore changing states of matter in relation to water and weather.	By examining the topic water, children will learn about snow, freezing and melting. They will begin to develop the language needed to talk about weather conditions. A weather station will be set up to record changes in the weather.
People, cultures and communities	<ul style="list-style-type: none">Learn about a culture different to their own and find out about customs and traditions associated with Chinese New Year.	Children will explore how Chinese New Year is celebrated. Through story, music, fiction and non-fiction texts they will learn about popular customs and cultural beliefs.

Expressive Arts and Design	Skills	Overview
Creating with Materials	<ul style="list-style-type: none">Explore the effects of design, colour and pattern using textiles.	Whilst exploring Chinese culture children will observe and then create patterns based on Chinese design. Wherever possible they will be encouraged to talk about what they see.



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<i>Being Imaginative and Expressive</i>	<ul style="list-style-type: none"><i>To move in response to music and take part in a collaborative dance sequence.</i><i>Children explore making music in a group using un-tuned percussion instruments.</i>	<p><i>Children will learn to sing and perform traditional Chinese dragon dances and will learn the song: Chinese New Year is here again.</i></p> <p><i>Children will work collaboratively to perform a song using musical instruments to re-create a Chinese song celebrating new year.</i></p>
<i>Debate & Discussion Opportunities</i>	<i>Trips and Experiences</i>	<i>Possible Linked Texts</i>
<ul style="list-style-type: none"><i>Talk about the issues raised in the bible story of Noah's Ark.</i><i>Explore the exciting ways in which Chinese people celebrate New Year and help children to understand the symbolic nature of these events.</i><i>Talk about setting personal goals and being happy for others when they achieve things for themselves (even if it is something they can already do).</i>	<ul style="list-style-type: none"><i>Children experience the changing states of water by investigating freezing and melting. Spring nature walk.</i><i>Celebrate Chinese New Year by making and tasting Chinese food.</i>	<p><i>The Three Billy Goats Gruff</i></p> <p><i>The Three Billy Goats Fluff – Rachel Mortimer</i></p> <p><i>The Wind Blew –Pat Hutchins</i> <i>Kipper's Book of Weather –Mick Inkpen</i> <i>Little Cloud – Eric Carle</i> <i>Noah's Ark – Lucy Cousins</i> <i>Clever sticks – Bernard Ashley</i></p>



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Assessment

Monitoring of children and needs will be ongoing this term.