



## *New Life*



### 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 unit of learning has opportunities to explore, investigate and create. The children will look back into history by exploring castles as a direct link to the traditional tale, Jack and the Beanstalk. The same story provides opportunities to cultivate beans, explore character traits, estimate and measure, all providing opportunities to add new vocabulary. Learners will explore lifecycles by observing the changes in tadpoles. Children will explore their identity as a pupil of Nunthorpe Primary Academy by considering our school values and what that means to them as an individual. The unit finishes with an exploration into the signs and symbols associated with Easter.



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

### Nunthorpe Primary Academy

Year Group: Reception

Communication and Language	Skills	Overview
<ul style="list-style-type: none"><li>Listening and Attention</li><li>Speaking</li></ul>	<ul style="list-style-type: none"><li>Children extend, clarify and secure their general knowledge by asking and answering questions.</li><li>Use conversation effectively to talk about personal events, point of view, to express an opinion or make a prediction usually using well formed sentences with increasing subject specific language.</li></ul>	<p><i>Through a stimulating curriculum and rich learning environment children will be encouraged to ask questions about new topics. Staff will pose questions regularly for children; e.g. Why do you think Mr Wolf's neighbours were unhelpful (Mr Wolf's Pancakes). Would you knock on the door of the Ogre's castle? What changes do you notice today about the tadpoles?</i></p> <p><i>Children learn to read simple questions as part of the continuous provision in the writing area. They will learn to read 'silly questions' linked to reading development.</i></p> <p><i>Children will be encouraged to speak for a range of purposes and in a variety of situations; through play, at snack times or through hot seating. They may discuss pancake day, Mother's Day, the Easter story, plant growth or any other areas of personal interest.</i></p>

Personal, Social, Emotional Development	Skills	Overview
<ul style="list-style-type: none"><li>Self- Regulation</li><li>Managing Self</li></ul>	<ul style="list-style-type: none"><li>Children select activities and focus on a task for appropriate length of time, seeing it through to completion.</li><li>Children show independence with dressing, hand washing, fastening coats, tooth-brushing etc and are able to talk about their overall health and well-being.</li></ul>	<p><i>Children refer to the class 'choice chart' to identify focused independent learning activities. Staff will support children with tasks and help them to develop the resilience and perseverance needed to continue when difficulties occur.</i></p> <p><i>Staff will encourage children to develop independence around self-care and praise individuals when they make personal accomplishments in these areas.</i></p>



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

### Nunthorpe Primary Academy

Year Group: Reception

- Building Relationships

- Children listen to others, share and negotiate ideas whilst working co-operatively to reach shared goals.

*Children will talk about the different factors that support their overall health and wellbeing; regular physical activity, sensible amounts of 'screen time'.*

*Children will be encouraged to work together on a variety of play-based projects; building and constructing, role-playing and problem solving.*

*They will show sensitivity to their own and to others' needs. As part of the PSHE curriculum children will explore what their responsibilities are as a pupil of the school (sharing, taking turns, manners etc). They will also identify ways in which they know they are part of Nunthorpe Primary Academy.*

Physical Development	Skills	Overview
<ul style="list-style-type: none"><li>• Gross Motor Skills</li></ul>	<ul style="list-style-type: none"><li>• Combine movements, negotiate space and demonstrate strength, balance and coordination.</li></ul>	<i>Children will be supported to develop and refine large aiming, throwing and catching of a large ball to a partner as part of a small group during PE lessons and also outdoor games.</i>
<ul style="list-style-type: none"><li>• Fine Motor Skills</li></ul>	<ul style="list-style-type: none"><li>• Children refine their control when using scissors and cutlery.</li><li>• Children will also develop a comfortable and confident pencil grip where possible.</li></ul>	<i>Regular daily provision will ensure that children access a range of activities to refine fine motor movements. e.g children will manipulate nuts and bolts, screwdrivers and spanners, threading and use pipettes. Daily provision of cutting activities as part of the choice chart activities. (Provision will include a variety of simple and more</i>



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

### Nunthorpe Primary Academy

Year Group: Reception

*complex activities to match development with cutting). Staff will observe and support those who have yet to establish a confident and effective scissor grip.*

Literacy	Skills	Overview
<ul style="list-style-type: none"><li>• Comprehension</li><li>• Word Reading</li><li>• Writing</li></ul>	<ul style="list-style-type: none"><li>• Children know what the features of the front and back cover of a book are for.</li><li>• They will talk about main characters and events confidently and will use simple non-fiction books to retrieve information.</li><li>• Read words, phrases and simple sentences using their phonic knowledge, build personal sight vocabulary.</li><li>• Understand punctuation – full stop, capital letter and exclamation mark.</li><li>• Children will be encouraged to see themselves as a writer. They will write words using phonic sounds and representing them with letters, which are sequenced correctly.</li></ul>	<p><i>Children talk about a wide variety of stories and use non-fiction texts relevant to class topics. This unit will focus particularly on Jack and the Beanstalk and other related texts. In informal situations they will begin to talk about what has happened in a book.</i></p> <p><i>Children continue to read books carefully matched to their phonic ability twice weekly in school and sent home as a home reader. They will have their personal bank of sight vocabulary checked in school each week before it is added to and sent home. Daily phonics sessions in small groups linked to phonic knowledge. Areas of provision will include meaningful vocab, information and display questions alongside fiction and non-fiction texts.</i></p> <p><i>Children will be supported to write words matched to their phonic development through writing activities which are both adult supported and independent. Phonic freezes and phonic word mats will be present in all mark-marking areas. The independent</i></p>



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

### Nunthorpe Primary Academy

Year Group: Reception

- Begin to write short sentences with words, which consist of known sound-letter correspondences.

*phonics area will provide a range of daily activities linked to current learning.*

*Regular guided session to ensure children form letters accurately. When pupils demonstrate that they have developed a confident pencil grip they will be introduced to pre-cursive letter formation. Children will apply the technique of; 'holding a sentence in their head' before writing it down and then be encouraged to re-read, checking that it makes sense.*

Mathematics	Skills	Overview
<ul style="list-style-type: none"><li>• Number</li><li>• Number Patterns</li><li>• Shape, space and measures</li></ul>	<ul style="list-style-type: none"><li>• Compare numbers – Use language to compare quantities and numbers; e.g. '7 is more than 5'.</li><li>• Children identify and explore the composition of numbers up to 5 and then 10.</li><li>• Automatically recall number bonds 0-5.</li><li>• Accurate 1:1 correspondence to 10.</li><li>• Sequence numbers to 10.</li><li>• Continue, copy and create three step patterns.</li><li>• Select, rotate and manipulate shapes to develop spatial reasoning.</li><li>• Compose and decompose shape to understand that a shape can have other shapes within it, just as numbers can.</li><li>• To compare objects by height using comparative language such as longer/ shorter</li></ul>	<p><i>Children match objects to numerals based on practical first- hand experiences linked to topic such as counting and matching beans to numerals. Adding with eggs at Easter time. Counting chicks, sharing out hot cross buns etc.</i></p> <p><i>Introduce lots of practical opportunities to count forwards and backwards as a class or group. Compare sets of objects and introduce vocabulary to scaffold language needed to compare groups of objects.</i></p> <p><i>Children set up a garden shop, make price labels and write receipts for items using coins of small value.</i></p> <p><i>Children will have access to 2D and 3D shapes in the construction and maths areas. They will be encouraged to design and build</i></p>



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

### Nunthorpe Primary Academy

Year Group: Reception

	<ul style="list-style-type: none"><li>Learn how to tell the time.</li></ul>	<p>castles, including decorate features using 3D shapes and repeating shape patterns as floor designs.</p> <p>Children make beanstalks and compare the sizes of them. They may also estimate and measure footprints, comparing their footprint to the giant's footprint.</p> <p>Children will explore clocks, looking at how the numbers are arranged and learning the purpose of the 'big' and 'little' hands of the clock. They will begin learning to tell the time to the hour.</p>
--	---	---

Knowledge and Understanding	Skills	Overview
<ul style="list-style-type: none"><li>Past and Present</li><li>The Natural World</li><li>People, Cultures and Communities</li></ul>	<ul style="list-style-type: none"><li>Children talk about the roles of others in society and people who are familiar to them</li><li>Demonstrate an understanding of the effects of changing seasons in the natural world around them, describing the changes and effect on their immediate environment.</li><li>Recognise that others may have different beliefs, either, religiously, culturally or regionally within this country or others. They will identify some similarities or</li></ul>	<p>Children talk about the people who are special to them such as their mum/ grandma etc. They will share stories and picture books relating to simple acts of kindness which make them special. (This will be around Mother's Day).</p> <p>Children will observe the changes of the plants and bulbs from autumn and early spring. They will talk about the changes that they see and recognise what a plant needs to grow well. Children will plant and cultivate their own beans and keep their own simple bean diary.</p> <p>Children will be able to talk about the signs and symbols associated with Easter and begin to develop a basic awareness of The Easter Story.</p>



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

differences between these and share their experiences.

- Describe their immediate environment using maps and discussion.

*Children will learn about; 'Beat the Street' program and be encouraged to participate in it. Children will be encouraged to share photographs of the various locations visited. These will be shared in class and the children will draw simple maps using basic mapping skills to show key landmarks and locations on a hand drawn map.*

Expressive Arts and Design	Skills	Overview
<ul style="list-style-type: none"><li>• Creating with Materials</li></ul>	<ul style="list-style-type: none"><li>• Use a variety of tools and techniques following some safety measures to explore and experiment with colour, design, texture, form and function.</li></ul>	<i>Children explore painting, printing and collage techniques relating to Jack and the Beanstalk, spring crafts and Easter.</i>

  

	Skills	Overview
<ul style="list-style-type: none"><li>• Being Imaginative and Expressive</li></ul>	<ul style="list-style-type: none"><li>• Sing familiar songs, building a repertoire of well-known, topic or themed songs.</li></ul>	<i>Children will be introduced to a range of songs including the spring themed words, Easter, grandparents or something which fits a new theme or interest. Design a castle.</i>



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

### Nunthorpe Primary Academy

Year Group: Reception

Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
<ul style="list-style-type: none"><li>• Talk about special people and why it is important to say thank you to them when we can.</li><li>• Talk about spring time being a celebration of nature and new life – why?</li></ul>	<ul style="list-style-type: none"><li>• Children take part in an Easter crafts session which is a collaborative effort between EYFS to help children understand the significance of different customs.</li></ul>	<ul style="list-style-type: none"><li>• <i>Jack and the Beanstalk - Traditional</i></li><li>• <i>Jim and the Beanstalk – Raymond Briggs</i></li><li>• <i>Eddie’s Garden – Sarah Garland</i></li><li>• <i>The Tiny Seed – Eric Carle</i></li><li>• <i>Pancake, Pancake – Eric Carle</i></li><li>• <i>Mr Wolf’s Pancake – Jan Fearnley</i></li><li>• <i>My Mum – Anthony Browne</i></li><li>• <i>Super mum – Timothy Knapman</i></li><li>• <i>Easter story</i></li><li>• <i>Life Cycle of a Chick</i></li><li>• <i>Tadpole to Frog</i></li></ul>