



Animals/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

The focus of this unit is to support children to develop and deepen their understanding of animals and life-cycles through age-appropriate first-hand experiences. All areas of the learning environment will, where possible, reinforce new language by displaying words or texts related to an aspect of the topic. Whilst staff plan specific activities they are also mindful that when children can work collaboratively in an enhanced learning environment, they can drive their own learning forwards, especially where adults skilfully support and develop these opportunities with learners. During the summer term the key focus will be on providing as many opportunities as possible for children to confidently and independently demonstrate the skills detailed below.

Communication and Language	Skills	Overview
<ul style="list-style-type: none">Listening and Attention	<ul style="list-style-type: none">Listen carefully to stories and respond with relevant comments and questions.	<i>Children will listen to the traditional tale, The Three Little Pigs. They will also listen to alternative versions of the same story and</i>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

- Speaking

- Explain understanding, connecting ideas and thoughts in well-formed sentences. Ask questions to clarify ideas if necessary.
- Participate in small group, class and one-to-one discussions; offer their own ideas, using recently introduced vocabulary to describe events in detail and to refine plans and activities.
- Use new vocabulary and knowledge from stories, non-fiction, rhymes and poems.
- Use connectives and conjunctions to link ideas and describe experiences, making use of accurate past, present and future tenses.

be encouraged to compare and contrast what they notice in terms of similarities and differences relating to plot.

Pupils will explore and discuss the main characters and plot. They will be encouraged to ask questions relating to character, story and alternative endings.

By providing time for child-initiated learning experiences children will be encouraged to hold conversations in all learning situations both planned e.g. through retelling a story with puppets in the role-play area or less formally whilst sharing snack fairly between peers.

Paired partner talk during class and group inputs.

Explore and discuss which house built by the pigs might be the strongest and why.

Predict what might happen at the next stage of an animal lifecycle. Discuss what changes they see and what they think may happen next.

Personal, Social, Emotional Development	Skills	Overview
<ul style="list-style-type: none">• Self- Regulation	<ul style="list-style-type: none">• Identify different feelings and learn how to describe them. Use new vocabulary to talk about feelings.	<i>Children will explore well-being through picture books. The Colour Monster, Sharing a Shell and Ruby's Worry to help promote discussion on a range of feelings the children will have experience of. Children will learn new vocabulary to describe their emotions which will be supported by staff and applied through discussion and circle time activities.</i>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

- Managing Self

- Operate confidently within the setting, with both familiar and new activities. Show perseverance and resilience when problems or challenges occur.

This will be developed further through the environment and children will have opportunities to learn techniques to enhance well-being through participating in activities such as yoga, music, exercise and gardening.

Children will be encouraged to resolve small problems encountered in their child-initiated learning and will regularly revisit their personal next steps to ensure that they continue to push forward with key skills, even when they find them challenging.

- Building Relationships

- Through discussion with peers, share, negotiate and adapt plans and decision making.

Children will work collaboratively to plan and prepare their own healthy snack to eat whilst on a class picnic. Children talk, share ideas and listen to each other regarding their food choices. Adults to support children in verbalising knowledge of healthy/unhealthy food choices.



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

Physical Development	Skills	Overview
<ul style="list-style-type: none">Gross Motor SkillsFine Motor Skills	<ul style="list-style-type: none">Run, jump, climb, balance and negotiate space safely demonstrating coordination and basic control.Hold a pencil effectively in preparation for fluent writing – using the tripod grip (in almost all cases).Show skill and some precision while using small tools, including scissors, paint brushes and cutlery	<p><i>Children will learn the skills needed to participate in sports day. Sprinting, negotiating obstacles, skipping, throwing and catching. Children will be supported to join KS1 children for play-times on the adventure playground to facilitate transition into KS1.</i></p> <p><i>Regular focused sessions to refine accurate letter movements. Children with fully developed pencil grip and accurate letter formation will practise pre-cursive handwriting.</i></p> <p><i>Use tools, scissors and cutlery safely, independently and consistently demonstrating good basic control.</i></p>

Literacy	Skills	Overview
<ul style="list-style-type: none">Comprehension	<ul style="list-style-type: none">Retell traditional tales, drawing on familiar story language.Show understanding of what has been read through discussion and/ or questioning.Read simple sentences and books that are consistent with their phonic	<p><i>Children will work collaboratively to retell the story of The Three Little Pigs using key story language related to the traditional tale, based on Pie Corbett. They will be also apply this in role-play, puppet play and in their own writing. Children may also comment on story books or non-fiction texts in the setting, their home loan reading books and books of personal interest.</i></p> <p><i>Children will regularly read aloud in class and choose independent books to share at home. They will be supported to add to their</i></p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

<ul style="list-style-type: none">• Word Reading• Writing	<p>knowledge, including some common exception words.</p> <ul style="list-style-type: none">• Read at least 10 digraphs on sight.• Spell words by segmenting and identifying sounds and representing these with a letter or letters in sequence.• Write simple phrases and sentences that can be read by others and include capital letters, finger spaces and full stops.	<p><i>own personal collection of sight words which they take home daily.</i></p> <p><i>Children will learn phonics sounds in line with the Read, Write, Inc programme. Regular review to ensure children are making progress and intervention to support progress.</i></p> <p><i>Through a variety of writing opportunities linked to The Three Little Pigs and other books listed below, children will write phrases or simple sentences which can be read by others. There will also be opportunities for children to write freely and independently for a variety of purposes. Possibilities include writing lists, messages, speech bubbles, labelling a drawing and writing a short story recount.</i></p>
--	---	---

Mathematics	Skills	Overview
<ul style="list-style-type: none">• Number	<ul style="list-style-type: none">• Demonstrate understanding of numbers to 10, including the composition of each number.• Subitise (recognise quantities without counting) up to 5.• Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 confidently (including subtraction facts) and some number bonds to 10, including double facts.	<p><i>Using number resources including Numicon and counting apparatus, children handle objects to develop accurate 1:1 counting and subitising skills, including estimating.</i></p> <p><i>Using Numicon and also objects from the maths area (also in practical contexts such as snack) children add and subtract. Children use the '+', '-' and '=' signs.</i></p> <p><i>Through practical activities children will explore doubling numbers using objects.</i></p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

<ul style="list-style-type: none">• Number Patterns• Shape space and measures	<ul style="list-style-type: none">• Count confidently beyond 20, recognising the pattern of the counting system and consecutive numbers.• Compare sets of objects up to 10 in different contexts, considering size and difference.• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally by sharing.• Identify the value of coins and counting using smaller values to solve problems and pay for items in role play activities.	<p><i>Children will sing a variety of number songs each day to help develop and reinforce counting, shape, time and money concepts.</i></p> <p><i>Regular simple problem- solving activities to reinforce taught concepts.</i></p> <p><i>Using role-play the children will pay for the items needed to build a house using authentic materials for one of the pigs. Children will take turns to take the role of shop-keeper and customer and will handle coins of small value with increasing accuracy.</i></p>
--	---	--

Knowledge and Understanding	Skills	Overview
<ul style="list-style-type: none">• Past and Present• The Natural World	<ul style="list-style-type: none">• Talk about the roles of different people in society, show understanding of different jobs and what they involve.• Observe and talk about the changes they see in the lifecycles of animals.	<p><i>Children will learn about the role farmer and how they care for their animals. This will include a visit to a working farm.</i></p> <p><i>In the school environment and at the working farm children will have the opportunity to:</i></p> <ul style="list-style-type: none">• <i>to observe the changes that they see in caterpillars, tadpoles and/ or chicks</i>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

<ul style="list-style-type: none">• People, Cultures and Communities	<ul style="list-style-type: none">• Know how to describe features of the local environment.	<ul style="list-style-type: none">• to learn about different lifecycles• to show care for living creatures• read/ research information around animals and their young.• children will record using drawings and also simple labels and captions. <p><i>Children will be able to describe features of the local environment. They will talk about the seaside, town, village, countryside, high street etc. They will also use street names such as Guisborough Road and Ormesby Bank to talk about the immediate environment.</i></p>
--	---	--

Expressive arts and design	Skills	Overview
<ul style="list-style-type: none">• Creating with materials• Being Imaginative and creative	<ul style="list-style-type: none">• Create props and materials, which support role-play.• Children work together to invent, adapt and recount narratives and stories.	<p><i>Children will design and build a house for the Three Little Pigs. This can be used as a prop in the retelling of the traditional tale. Children will talk about what they have made and the process they have used.</i></p> <p><i>Provide learners with opportunities to retell their personal bank of traditional tales and stories. Review, recap and adapt all stories learned so far using puppets and props made during the year.</i></p>



Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
<ul style="list-style-type: none">• What do we need to do to take care of new life? Why do we need to be careful handling living things?• What does a house need to be strong? Why?	<ul style="list-style-type: none">• Visit a working farm/ Butterfly World.• Take care of caterpillars and watch them change into butterflies – Insect lore and/ or observe and talk about the changes they see in the lifecycle of a frog.• Plant flowers in the outdoor area and learn how to handle delicate plants.	<ul style="list-style-type: none">• <i>The Three Little Pigs + alternative versions</i>• <i>The Great Pet Sale – Mick Inkpen</i>• <i>Life cycle non-fiction Frogs and Butterflies</i>• <i>Monkey Puzzle –Julia Donaldson</i>• <i>The Colour Monster – Anna Llenas</i>• <i>Ruby’s Worry – Tom Percival</i>• <i>The Three Little Wolves and the Big Bad Pig - Eugene Trivizas</i>• <i>The Three Horrid Pigs -Liz Pichon</i>• <i>Sharing a Shell -Julia Donaldson</i>