





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 weather including; snow, ice and melting. Children will explore the immediate world around them by observing and discussing features of the season as well as developing an understanding of where we are in the British Isles 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 naturally present themselves. 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.



Communication and Language	Skills	Overview
Listening and Attention	 Ask questions to find out more information. Begin to ask questions to develop understanding and confirm what has been said. 	Using the traditional story of The Three Billy Goats Gruff and Noah's Ark children ask who, when and where questions relating to character and plot. Once secure with who, when and where questions introduce 'why' and 'how do you know questions. E.g. How did Noah find out dry land was nearby?
• Speaking	 Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. 	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. 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.'

Personal, Social, Emotional Development	Skills	Overview
• Self- Regulation	Shows determination, engagement and perseverance when learning a new skill.	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. Children use the class rocket to reward good behaviour and recognise effort and achievement. The chart will also be used to show consequences for poor choices.
Managing Self	 To demonstrate a growing independence when dressing and undressing for P.E. Tries to fasten and unfasten coat zippers during cold weather. 	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.



	•	Why do I have to be clear about knowing 'yes', 'no, 'I'll ask' and 'I'll tell'?	As part of our PSHE curriculum the children will learn how to stay safe online and also be clear about the NSPCC pants rule.
Building Relationships	•	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.	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'.

Physical Development	Skills	Overview
• Gross Motor Skills	 Children will move in time to music. Children develop and refine throwing, catching, kicking and aiming with large balls. 	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.
• Fine Motor Skills	 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. 	 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. Regular guided opportunities for children to refine accurate letter formation. Additional intervention for those who find this difficult. Staff will review each child's pencil grip as they near the midpoint in the year. When a child's pencil grip and control is good they will move to the pre-cursive handwriting style.



Literacy	Skills	Overview
• Comprehension	Children will demonstrate understanding of plot by talking about key elements of stories in well-formed sentences.	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? Children will be supported to make and use simple props to act out familiar stories.
Word Reading	Children will be developing their reading skills by blending letter sounds to read simple words, made up of familiar letter- sound correspondences.	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.
• Writing	 Build and develop sight word vocabulary, recalling some familiar words from memory, including some common exception words such as; said and was. Children will form lower-case and upper-case letters with a growing awareness of accurate formation. 	Children build their own personal collection of sight words linked to reading progress. Whole class opportunities to learn new exception words daily. 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.



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Children will begin to write simple phrases	Daily opportunities through phonics teaching to segment words
and sentences using known sound-letter	for spelling. This will be developed further during writing
correspondences.	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.

Year Group: Reception

Mathematics	Skills	Overview
• Number	Understand the composition of up to eight objects	Put objects into five frames and then ten frame. Children will develop their understanding of the composition of number by arranging objects and will group up to three sets of objects.
	 Develop awareness of taking away with objects. Find the total when objects are added. Find one more and one less than a group of objects. 	Use activities to find how many objects are hiding when some are taken away from a larger set. Explore how many more objects there are when some are added. Find the total. Introduce vocabulary 'more than' and 'less than' using group of objects. Develop to finding one more than and one less than a number.
Number Patterns	Explore counting in twos	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.



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• Shape, Space and Measures

 Use vocabulary relating to positional language to describe their relative position.

Use a balance to compare the weight of objects.

 Explore how we measure the capacity of a object.

 Children use simple ways of measuring time and using everyday language to talk about times of the day. 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.

Year Group: Reception

Children will explore using a balance to find out which object is heavier and which is lighter. They will also have opportunities to see how ingredients are measured for baking activities such as making pancakes.

We will explore capacity using water and develop language of; 'full, nearly full, half full, nearly empty and empty'. This can be developed to compare the capacity of different containers.

Children will use sand timers to see how many times they can complete a task in a short period of time.

They will explore teaching clocks and real clocks and understand that we use a clock to tell times of the day, e.g.; school starts at 9am and lunch-time is a 12 o'clock.

Through discussion and picture books they will understand what happens within a typical day; getting up, having breakfast, then going to school etc.



Understanding the World	Skills	Overview
Past and Present	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	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 	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.
	To know what the British Isles looks like on a map.	As part of our topic on weather, children will use maps of the British Isles to record the weather. The children will find where we are on a map and will be supported to use weather symbols to show the type of weather we are experiencing.



Expressive Arts and Design	Skills		Overview	
Creating with Materials	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.	
Being Imaginative and Expressive	in a	move in response to music and take part collaborative dance sequence. dren explore making music in a group	will learn specialist Children v	will take part in a dance module this half term where they to perform a dance and move in time to music with our dance coach. will work collaboratively to perform a song using musical nts to re-create a Chinese song celebrating new year.
	usin	g un-tuned percussion instruments.	mstrumer	its to re-create a crimese song celebrating new year.
Debate & Discussion Opportunitie	25	Trips and Experiences		Possible Linked Texts
 Talk about the issues raised in the Bisstory of Noah's Ark. Explore the exciting ways in which Clapeople celebrate New Year and help children to understand the symbolic of these events. Talk about setting personal goals and being happy for others when they act things for themselves. 	hinese nature d	 Children experience the chan states of water by investigating freezing and melting. Spring walk. Celebrate Chinese New Year making and tasting Chinese freezing 	ng nature by	The Three Billy Goats Gruff The Three Billy Goats Fluff – Rachel Mortimer The Wind Blew –Pat Hutchins Kipper's Book of Weather –Mick Inkpen Little Cloud – Eric Carle Noah's Ark – Lucy Cousins Clever sticks – Bernard Ashley

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Assessment	
Monitoring of children and needs will be ongoing this term.	