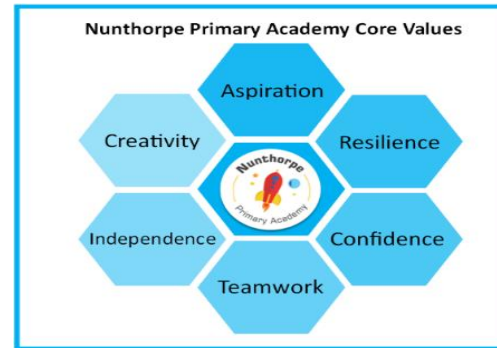




Water



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 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
<ul style="list-style-type: none"><i>Listening and Attention</i> <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 sentences Connect one idea or action to another using a range of connectives.	<p><i>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.</i></p> <p><i>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?</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. The chart will also be used to show consequences for poor choices.</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>



<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. 	<p><i>As part of our PSHE 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● Word Reading● Writing	<ul style="list-style-type: none">● <i>Children will demonstrate understanding of plot by talking about key elements of stories in well-formed sentences.</i>● <i>Children will be developing their reading skills by blending letter sounds to read simple words, made up of familiar letter- sound correspondences.</i>● <i>Build and develop sight word vocabulary, recalling some familiar words from memory, including some common exception words such as; said and was.</i>● <i>Children will form lower-case and upper-case letters with a growing awareness of accurate formation.</i>	<p><i>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?</i></p> <p><i>Children will be supported to make and use simple props to act out familiar stories.</i></p> <p><i>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.</i></p> <p><i>Children build their own personal collection of sight words linked to reading progress. Whole class opportunities to learn new exception words daily.</i></p> <p><i>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.</i></p>



- *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.

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.



<i>Understanding the World</i>	<i>Skills</i>	<i>Overview</i>
<ul style="list-style-type: none"><i>Past and Present</i> <i>The Natural World</i> <i>People, cultures and communities</i>	<ul style="list-style-type: none"><i>Learn how cultural customs have roots based in traditions established long ago.</i> <i>Children will explore changing states of matter in relation to water and weather.</i> <i>Learn about a culture different to their own and find out about customs and traditions associated with Chinese New Year.</i> <i>To know what the British Isles looks like on a map.</i>	<p><i>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'</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES
Nunthorpe Primary Academy

Year Group: Reception

Assessment

Monitoring of children and needs will be ongoing this term.