

Reception Curriculum Summer 5 Medium Term Plan

<p>Life on Land and Water-The Great Outdoors! (Whole school topic-Land and Water)</p>	<p>Week 1</p> <p>Life cycles and frogs (The Teeny Weeny Tadpole by Sheridan Cain)</p>	<p>Week 2</p> <p>Minibeasts</p> <p>Superworm-Juli a Donaldson</p>	<p>Week 3</p> <p>Snail and the Whale- Life at Sea</p>	<p>Week 4</p> <p>The Enormous Turnip</p>	<p>Week 5</p> <p>The Little Red Hen</p>	
<p>Exploratory Questions</p>	<p>What animals live on the land or the sea? How do we grow food? How can I identify animals and minibeasts?</p>					
<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> ● Work and play cooperatively and take turns with others. ● Form positive attachments to adults and friendships with peers. ● Show sensitivity to their own and to others' needs. ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ● Explain the reasons for rules, know right from wrong and try to behave accordingly. ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ● Can play cooperatively, taking turns with others ● Can listen to others and take account of them when organising their activity. ● Able to show sensitivity to others needs and feelings ● Able to form positive relationships with adults and peers. ● Confident to try new activities and be able to say which ones they enjoy. ● Confident to speak in a group and class setting and talk about ideas. 					

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	<p>PSHE Discuss the importance of taking good care of the tadpoles in the classroom.</p> <p>Know we need to treat anything early on in its life cycle with care as it won't be very strong</p> <p>Hide different coloured frogs around the outside area- how many of your colour can you collect- work in teams.</p> <p>Talk about how we have different stages in our life although we still look like a person whereas caterpillars and tadpoles look very different from their adult stage.</p>	<p>PSHE- working together.</p> <p>Discuss the importance of helping others. We may be small but we can still make a difference. How did Superworm help others?</p> <p>In the story, what did Superworm do to help others?</p> <p>How could you help others in your class, family.</p> <p>What sort of superhero could you be and what would your special powers be?</p> <p>Talk about the journey that the Snail and the Whale went on.</p> <p>If you went on an exciting adventure/ journey- where would you like to go and why? Children to explain and justify reasons?</p> <p>Circle time-How do you think the snail felt when he left his family and friends to go on the journey?</p> <p>Scared, afraid, sad, excited, exhilarated, nervous.</p>	<p>PSHE- working together</p> <p>What was the importance of the mouse- even though he was really small he was still able to make a big difference. Talk about how even little things can make a big difference- relate to own experiences.</p> <p>Circle time game in the story, the characters all worked together and helped each other pull up the turnip. Can children think of a time when they helped someone? How did it make them feel? Relate to people who help us.</p> <p>Work together in the construction</p>	<p>PSHE- being a good friend- why is it important to be a good friend to the Little Red Hen?</p> <p>Why/ why not?</p> <p>Discuss the different characters in the story. What was their behaviour like? Why? Why do you think they might not want to help the Little Red Hen?</p> <p>Find all the difference in the spot the difference pictures.</p> <p>Work together in teams to create windmills in the construction area.</p> <p>Role play area masks to retell and act out the story together in groups.</p>		
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		<p>Circle time-What sort of creature was the whale to the snail?- friend, kind helpful companion</p> <p>Talk about other journeys and changes we may make in our lives moving class as we get older, moving house etc</p>	<p>area to make farms</p> <p>Set up farm shop in home corner</p> <p>Masks to retell the story with peers working together.</p>			
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Communication and Language

- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Engage in non-fiction books.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding. ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Listening and attention-Can listen attentively in a range of situations
- Listening and attention-Can listen to stories and anticipate key events and make appropriate responses
- Listening and attention-Can listen to others and respond appropriately while engaged in another activity. ● Understanding- Can follow instructions involving several ideas or actions
- Understanding- can answer how and why questions about their experiences and in response to stories or events.
- Speaking-Can express themselves effectively, showing awareness of listener.
- Speaking- Can use past, present and future tenses accurately when talking about events. ● Speaking- can develop their own narratives and explanations by joining ideas or events.

Communication and Language

Fill a tuff tray with soil,

Hide and seek

Retell the story

leaves and twigs- hide

Play a listening

Retell the story

turnip game- use of

using a variety of

in key words on the

game- I'm going to

	<p>using small world</p> <p>prepositions ; under</p> <p>props- small worlds</p> <p>topic for children to</p> <p>tell you something</p> <p>tray and puppets.</p> <p>on top behind.</p> <p>and masks</p> <p>find and identify</p> <p>about a minibeast</p> <p>Place the turnip in</p>
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	<p>explain to a friend what these are and talk about what they find</p> <p>Look at photos of the different stages of life cycles. Can you sort into the different animals and then order the life cycle. Use circle template to add on the correct picture on the tuff spot. Talk about what is happening at each stage.</p> <p>Hide pictures of the different stages of the life cycles in the outside area for children to find and then order on a clip board.</p>	<p>on my picture card</p> <p>can you guess what it is from my description. Play in small groups children take it in turns to describe a mini beast while others guess.</p> <p>Have a selection of instruments with minibeast picture cards- try and match an instrument sound with which animal you think could sound like that as it moves etc.</p> <p>Describe the different parts of the minibeast and sort according to</p>	<p>Describing game</p> <p>hold up a picture of something link to the sea- children to think of a describing sentence about it.</p> <p>Class fact file about the sea- all communicate something to add to class fact file.</p> <p>Fill tuff tray with different types of shells and words to describe them. Can children sort the shells in different ways using describing words.</p>	<p>different places and children to describe using prepositions.</p> <p>Hide and seek prepositions input pack. Look at pictures to describe where the turnip is.</p> <p>Kims game memory game with objects from the story on a tray.</p> <p>Talk about where children go to buy their vegetables. Talk about their experiences and about growing vegetables and where could we grow them at school?</p> <p>Retell the story using stick puppets in puppet theatre and masks</p> <p>Feely bag with different fruits and vegetables. Can you guess</p>	<p>Story sack- little red hen</p> <p>Listen to and follow instructions to make bread on trip to the farm.</p> <p>Listen carefully to safety brief at farm.</p> <p>Play listening game- one child is blindfolded. Children sit in a circle and take it in turns to say 'its only me the little Red hen/ sleepy cat/ lazy dog/ noisy duck' in appropriate squeaky or gruff voices. Blindfolded child guesses where noise is coming from.</p> <p>Kims game- items from the story hidden on a tray with blanket, can you guess which one is missing.</p> <p>Stick puppets in</p>	
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		legs, wings etc. tell someone how you have sorted them early classification	what they are by feeling. Then smell it and describe.	puppet theatre		
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				Story stones in sand tray		
Physical Development	<ul style="list-style-type: none"> ● Negotiate space and obstacles safely, with consideration for themselves and others. ● Demonstrate strength, balance and coordination when playing. ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ● Use a range of small tools, including scissors, paintbrushes and cutlery. ● Begin to show accuracy and care when drawing. ● To be able to handle small writing equipment and use tripod grip.. ● To be able to unzip and zip up coats independently. ● Focused activities to support gross and fine motor skills: dough disco, finger gym, write dance 					

<p>Physical Development</p>	<p>Life cycle jigsaw puzzles.</p> <p>Fruit and healthy eating jigsaws.</p> <p>lilly pads- Jumping and moving in different ways from one Lily pad to the other.</p> <p>Make up your own assault course for a frog moving from water to land</p> <p>Finger gym- making zig zag paper frogs, folding paper.</p>	<p>Minibeast paperchains</p> <p>Clay minibeasts with pasta/ sticks etc- what creature can you make mould and manipulate clay.</p> <p>Folding paper- zig zag worms</p> <p>Threading beads superworms</p> <p>Use buckets and paint brushes to paint minibeast of their choice.</p> <p>Digging in garden area- Can you find</p>	<p>Sea themed pencil control.</p> <p>Sea themed cutting skills</p> <p>Sea themed playdough mats</p> <p>Create sea themed obstacle course to show the journey that the snail takes.</p> <p>Use buckets of water and paint brushes to create your own trail of the snail- can your friend copy the pattern you make with the water?</p> <p>Rollers and patterns to make trails in</p>	<p>Turnip game- in pairs children face each other holding hands. One child (farmer) stands straight, the other child (turnip) squats. Farmer chants <i>Grow little turnip, grow sweet. Grow little turnip, grow strong. I'll pull and pull and pull and pull, till you pop right out of the ground.</i> The turnip then pops up</p> <p>Discuss healthy eating and why turnips are vegetables and healthy.</p>	<p>Trip to the farm for 'Little Red Hen' take spades and forks, children digging the soil and planting the corn seeds in the field. Digging skills, scattering corn by hand.</p> <p>Using hand mill to grind the corn to make flour. Sieving the flour and separating chaff.</p> <p>Bread making, mixing flour and then kneading bread dough, shaping dough. Pizza making, rolling dough and</p>	
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<p>Oracy Opportunities</p>	<p>Talk about the different stages of the life cycles- can we think of where we have seen frogs and link to any story we might know that has a frog in it.</p> <p>Retelling fairy tales and stories in the reading area that have frogs in them.</p> <p>Discuss similarities and differences between frogspawn and frogs. Encourage</p>	<p>any minibeasts/ worms? paint on large rolls of paper.</p> <p>Playdough- use Play ' under the sea' play dough, music for the feathers, sticks etc children to create to make your own minibeast. movements to.</p> <p>Retell the story of Superworm- use of puppets and props. Talk about journeys what journey did the snail go on in the story? What did he see? If you were a superhero, what would your powers be? If you went on a</p>	<p>Explore pushes and pulls. Toys/ equipment with different push and pull.</p> <p>Children to cut up different vegetables with safe cutlery.</p> <p>Watering cans, flower pots in water tray Enormous turnip playdough mats Enormous turnip cutting skills and pencil control sheets. Acting out the enormous turnip can you act it out with your friend but change the characters and turnip? What do they each say?</p> <p>Being a good friend, helping each other, working together. Can you think of other scenarios when</p>	<p>then spreading tomato sauce and scattering cheese. Cutting skills sheet, pencil control sheets and playdough mats.</p> <p>Speaking to a farmer on the trip to the farm, asking and answer questions in a different environment. Right or wrong selfish or kind what do we think of the behaviour of the animals that wouldn't help? Do we think that is right?</p>		
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		<p>be? Children given opportunity to create their own super hero- use of superhero costume's.- make badges to say what</p>	<p>journey where would you like to go? And why? Describe what you think it would be like. Retell a friend or adult in the school about our trip to Folkestone coastal</p>	<p>you have to work with someone else</p>	<p>Hot seat how we think the little Red Hen felt.</p>		
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	<p>children to sound out the words.</p> <p>Set up area with nonfiction books for children to talk about life cycles and key vocabulary cards in Interest area and classroom.</p>	<p>your superpower is.</p> <p>Minibeast hunting describing the minibeasts that they find. Looking them up in nonfiction books</p> <p>park. Children to respond to questions they are asked about the trip.</p> <p>Visiting adult to talk to children in small groups.</p> <p>Retelling the story of the Snail and the Whale.</p> <p>Hot seat- if you are the snail tell us about your adventure- how did you feel and what was the most exciting thing you saw. What were all the places you visited?</p>	<p>or work together on a project? How does it make you feel when you have friends to help you? What about if no one helped you!</p>			
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<p>Literacy</p>	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds 		
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<p>Literacy</p>	<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others • Use phonic knowledge to decode regular words and read aloud accurately. • To read some common irregular words <p>Non-fiction writing write what happens in the life cycle of the frog/ caterpillar- label the different stages. Add captions to explain what happens.</p> <p>Butterfly etc shaped booklets- write an information book about a mini beast of your choice.</p> <p>Practise writing different days of the week in coloured chalks, shaving foam out side.</p>	<p>with a letter or letters.</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others • To use phonic knowledge to write words which are plausible. <p>Butterfly etc shaped booklets write an information book about a mini beast of your choice.</p> <p>Observation sheets</p>	<p>with a letter or letters.</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others <p>Enormous Turnip Story Map- in groups story map out the story- creat story map.</p> <p>Sequencing cards can you retell the story using sequencing cards.</p> <p>Hot seat the story from the main characters point of view, can we do it from a different characters point of view.</p>	<p>with a letter or letters.</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others <p>To write recipes for bread- list of ingredients. Teach instruction words.</p> <p>Recount writing about trip to the farm</p> <p>Children to join in repeated refrains from the story of the Little Red Hen.</p> <p>Hot seat characters from the story- Use knowledge from the story to ask relevant questions.</p>		
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		<p>for plants in the outside area to draw and label different parts of the plants.</p> <p>Minibeast fact files. Everyone to choose a minibeast they would like to</p>	<p>story, puppets and small words Observation sheets for plants in the outside area to draw and label different parts of the plants.</p>				
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Sequence story of
Little Red Hen
using picture cards

Stick puppets in
puppet theatre to
retell the story.
Masks in role play
area for story
retelling.

Story sack for
retelling story.

Sentence building
cards for retelling
story.

Ordering flash cards with the days of the week on them.	Labelling plant pictures in the writing area- add labels and colour the pictures.	different characters.
Retell stories of frogs what traditional tale story do you know that has a frog in it?	In groups story map to show the adventure that the snail went on- draw the journey of the silvery trail and add captions to show where he went next. Can we draw the different places.	Write a recipe for your own turnip soup- what would you put in your soup- recipe template.
Story writing booklets in writing area. make a factfile about- draw minibeast- use of accuracy in legs/ wings etc and then write simple sentences- bullet point facts. These will be put together to make a class information book.	Stick puppets in puppet theatre to retell the story. Masks in role play area for story retelling.	Turnip shaped books in writing area for children to write their own recipes.
Looking at plants and writing plant labels to say what they are.	Can you rewrite the story but now your own version, perhaps using different vegetable and	

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Phonics	<ul style="list-style-type: none"> ● Opportunities to read captions, simple sentences, and words with new and revised sounds every day (whole class/small group/individual) ● Constant revision of 'reading' skills and daily reading activities. ● Phonics based games and activities within continuous provision and encouraged within CIA ● Use phonic knowledge to decode regular words and read them aloud accurately ● To read some common regular words. ● To demonstrate understanding when talking about what they have read ● Letter formation supported and emphasised in teacher directed and CIA ● Revision of previous sounds every day ● Can segment the sounds in simple words and blend them together.
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<p>Mathematics (White Rose Hub)</p>	<p>Sounds: ur er Recognising tricky words: One watch school small</p> <p>Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Order and sequences familiar events Uses familiar objects and common shapes to create patterns and build models.</p>	<p>Sounds: ou ow Reading tricky words: Were who now by</p> <p>Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Order and sequences familiar events Uses familiar objects and common shapes to create patterns and</p>	<p>Sounds: ou ow oi oy Writing tricky words: 'into' she her so old saw Count reliably with numbers from 1 to 20, place them in order and say which number is one more and one less than a given number.</p> <p>Use quantities and objects, add and subtract two single digit numbers and count on and back to find the answer.</p> <p>Solve problems, including doubling,</p>	<p>Sounds: ur er ou ow oi oy Writing tricky words: 'into' she her so old saw Count reliably with numbers from 1 to 20, place them in order and say which number is one more and one less than a given number.</p> <p>Use quantities and objects, add and subtract two single digit numbers and count on and back to find the answer.</p> <p>Solve problems, including doubling,</p>	<p>'</p>	
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		build models. halving and sharing.				
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			halving and sharing.	halving and sharing.		
Mathematics (White Rose Hub)	<p>Geometry: Exploring Patterns Making simple patterns Children copy, continue and create their own simple repeating patterns. They focus AB and ABC patterns. Provide patterns with at least three full units of repeat. Encourage children to say the pattern aloud to help identify the part which repeats and help them to repeat the pattern.</p> <p>Explore pattern in a range of context including shapes,</p>	<p>Geometry: Exploring Patterns</p> <p>Exploring more complex patterns Children continue to copy, continue and create patterns. Explore patterns which use items, more than once in each repeat for example ABB, AAB, AABB,</p>	<p>Addition and Subtraction: Change</p> <p>Adding more Use real objects to see that the quantity of a group can be changed by adding more.</p> <p>The first, then, now structure can be used to create mathematical stories in</p>	<p>Addition and Subtraction: Change Taking away</p> <p>Use real objects to see that the quantity of a group can be changed by taking items away. The first, then, now structure can again be used to create mathematical stories in meaningful contexts. Children to count out all the items and then take away the required amount practically and recount to see how many are</p>	<p>Number and Place Value: Numbers to 20 Counting to 20</p> <p>Opportunities for children to count beyond 10 and learning the number names in order. Once children can confidently say the number names, learn to match the names to the quantities and symbols. Prompt children to recognise that as we count each number is one more than the number before building</p>	

	<p>colours, sizes, actions and sounds. Build patterns both vertically and horizontally.</p>	<p>AABBB.</p> <p>Patterns will have at least three full units of repeat. The more units of repeat, the easier it is to identify and continue the pattern.</p> <p>Children to say pattern aloud and to create patterns around the edges of shapes as well as in straight lines.</p>	<p>meaningful contexts. Count items to see how many altogether and then progress to counting on. Play games which practise counting from different starting points to support.</p> <p>Represent the number stories using 10 frames, number tracks and their fingers.</p>	<p>left. Children to represent the number stories using 10 frames, number tracks and their fingers.</p> <p>staircases to show the growing pattern within numbers to 20.</p>		
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<p>Understanding the World</p>	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. • To know about similarities and differences in relation to places, objects, materials and living things. • To know features of their immediate environment. • To compare and notice differences between different environments. • To select and use technology for particular purposes. 					
	<p>Setting up incubator to hatch eggs- incubator in the classroom to hatch bantum eggs.</p> <p>If they hatch to have brooder with heat lamp in the classroom to watch the chicks grow.</p> <p>Look at frog spawn in school pond- as soon as it is there. Bring some into the classroom in small fish tank for the children to</p>	<p>Look at pictures of minibeasts and sort according to legs, wings etc. tell someone how you have sorted them early classification.</p> <p>Use Beebot programme to make the journey that the snail and the whale took</p> <p>What are the different features of minibeasts number of legs,</p> <p>Look at different materials in a tuff tray- which ones are</p>	<p>The Enormous Turnip</p> <p>Talk about different vegetables and how they grow look at a variety of different ones on a tuff tray. Cut to see what they look like inside. Magnifying glasses</p> <p>Drawing different</p>	<p>Little Red Hen In mud kitchen pretending to make bread.</p> <p>Planting seeds in the garden area and watering the garden. Can you use the large building bricks and crates to make the barn where the little Red hen lives?</p>		

		wings, body parts, size. How do they move? Legs, fly etc	shiny and sparkly like fish scales Sorting a range of materials.	vegetables. Observational drawing			
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<p>UTW curriculum in the outside learning</p>	<p>watch the development.</p> <p>Provide magnifying glasses and information card templates for the children to complete with drawings and labels and sentences.</p> <p>Learn the life cycle of a frog and children to order the different stages- add labels and captions to understand what is happening.</p> <p>Look at photographs of tadpoles and froglets What do you notice is happening in each section- what are the differences? Looking after a sock lamb for the day- we need to feed it milk from a bottle as it hasn't got a mother so we have to be the mother today.</p> <p>Looking for ladybirds and minibeasts in the</p>	<p>Where do these different minibeasts live? This is called their habitat- What is their habitat and can you find any minibeasts at school in our outside area?</p> <p>Use shells and plasticine to press shells into to see an imprint of the patterns on the back of shells. Look at with a magnifying glass.</p> <p>Talk about different countries around the world where the snail and the whale went. Use large map of the world and stick on photographs in the different areas, use whales and snails to show the journey that they took.(collect empty snail shells- add plasticine bodies.</p> <p>Provide children with magnifying glasses, pots, pooters etc for them to be able to</p> <p>Use large blue tarpaulin to be the sea- use large bricks to make their own whale and act out all</p>	<p>Look at what plants need to grow. Look at a variety of seeds and tools that we would use in a garden to grow vegetables.</p> <p>Vegetable and fruit flash cards- can you sort them into fruit and vegetables (sorting circles) Write fruit and vegetable names.</p> <p>Science link-Look at push and pull toys and objects and explore which ones need to push and pull to make them work. Sorting circles- objects into those that you push and those you pull.</p>	<p>Tuff tray farm area what animals are on the farm and discuss what they will need to eat and live.</p> <p>Can you build the animals some shelters using construction materials in the construction area.</p> <p>Looking at a sheaf of corn, discuss what it is. Use magnifying glasses to look at the ears of corn.</p> <p>Trip to the farm see animals Collect eggs Little Red hen focus- act out the story of the little red hen In area of ploughed field children will dig and then scatter corn seeds to plant</p>		
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	<p>outside area.</p> <p>Use plastic pots, sticks etc to make habitats for frogs- tray with pot</p>	<p>do their own bug hunt- look in the outside area in the bug hotel and under the logs and in soil. Use identification cards to name minibeasts and then draw a</p> <p>the different areas that they went.</p> <p>Fish shaped ice cubes in tuff spot with sea describing words.</p> <p>Shaving foam and letters- can you</p>	<p>Look at scooters, balance bikes-how</p>	<p>corn. They will then water the corn- discuss with farmer what does</p>		
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Expressive
Arts and
Design

with water and include

picture of them

make the shape of

do we make them

the corn need to

a stone etc for the

label key parts.

the letters and

work- push

grow?

frogs to be able to

patterns to show

climb out of the water.

Use soil sticks

what the waves do?

Planting vegetable

Next children will

Plants to eat etc.

leaves etc to create

Planting vegetables

seeds in the

use hand mill to

minibeast homes

in the garden area

outside garden

grind the corn to

Planting vegetable

on the tuff trays

lettuce seeds,

using tools to dig in

make flour, they

seeds and plants- can

and in outside

carrots etc.

the soil and

will then sieve the

we draw the plant and

area. Know what

discuss what seeds

flour.

label the different parts

type of house they

of it.

like- dark, damp

sheltered

Identify- leaf, stem,

roots, veins, flowers,

petals- use magnifying

glasses to look at the

different parts

complete templates to

add in names.

Plant labels out for children to write labels for the plats in white board pens and put in the garden area.

- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.

need to grow.

Make bread

mixing ingredients

and then kneading

the dough- discuss

what is happening

at each stage.

Roll our dough and

add tomato sauce

to make pizzas.

Hide different root

vegetables in the

mud kitchen for

children to dig up

and play with.

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
- To sing songs, make music and experiment with ways of changing them

Revised March 2020

Reception Curriculum Autumn 5 Medium Term Plan

<p>Music- speckled frogs</p> <p>Using collage materials to make 2d pictures of a pond and adding in different textures and materials to be pond plants and weeds. Draw in your own pond creatures.</p> <p>Use clay to make your own frogs.</p> <p>Using different materials in the outside area to make habitats for frogs and toads- what sort of shelter do they need?</p>	<p>Building clay creature pictures</p> <p>minibeast- adding and shell patterns</p> <p>sticks etc for legs feathers wings etc.</p> <p>Colour mixing for seaside pictures</p> <p>Children will design sand and sea</p> <p>and draw their mini shades of blue and</p> <p>beast and then yellow</p> <p>label the different parts before using</p> <p>Plasticine shell</p> <p>clay to build it.</p> <p>prints.</p> <p>Use shells like</p> <p>Observational stencils to rub with</p> <p>drawing of paper and crayons</p> <p>minibeasts- using to make textured</p> <p>pencils and pattern</p> <p>templates.</p> <p>Junk modelling to</p> <p>Painting of different</p>	<p>Vegetable prints, make repeating patterns.</p> <p>Put prints in sizes.</p> <p>Can you make your own vegetable animal picture.</p> <p>Include colour mixing.</p>	<p>Making bread at the farm during the Little red hen trip.</p> <p>Observational drawing of a sheaf of corn.</p>		

		minibeasts Superworm- can you design your own super hero draw and paint a picture of it.	create own submarine- link to story- Doug the Diver Small world figures in water tray				
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