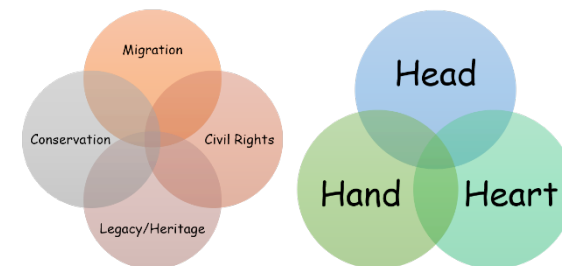


Riversdale Primary School

Medium Term Planning



Year Group	Reception		
Topic	Growth and Change		
Vocabulary	apple, pear, orange, plum, strawberry, sunflower, caterpillar/butterfly, lifecycle, chrysalis, measure/weight, heavy/light, plant/dig, root/roots, seeds/sow, grow/stem, leaf/leaves, oxygen, enough/not enough, petal, eat/drink, baby, young/old, plastic, reduce/reuse/recycle, summer, water, float, sink		
Big Questions	How and why do things grow?	What are birthdays really about?	How do we change and grow?

Learning Overview

- We will discuss how we have changed and grown since we were a baby and also prepare for change and transition when we leave Reception and go into Year 1.
- We will look at baby photographs of ourselves and talk about the care we needed as a baby and compare it to what we need now.
- We will be learning about healthy foods and making healthy snacks by following recipes. (fruit salad/fruit kebabs using fruit from the story of The Hungry Caterpillar.)
- We will be learning about the effect that exercise has on our bodies.
- We will be looking at how plants and flowers change over time.
- We will talk about how the seasons influence plants and animals.
- We will find out what plants need to grow.
- We will be planting cress and trimming it to add to healthy snacks e.g. making egg sandwiches.
- We will be planting beans and writing a bean diary.
- We will be planting sunflowers and labelling parts of a plant.
- We will be learning about the life cycle of a butterfly and watching caterpillars grow, change, and transform.
- We will discuss the harmful effect plastic/rubbish has on our planet and what we can do to help.
- We will read and write non-fiction labels and fact sheets on minibeasts.
- We will make a class book about minibeasts.
- We will sort minibeasts by size/legs/wings etc.
- We will be problem solving using what we have learnt about numbers.
- We will be counting in 2's, 5's and 10's and doubling and halving.
- We will revise the days of the week and months of the year.
- We will be using small and big movements to act like minibeasts- How do they move?
- We will be using stopwatches to time ourselves during physical challenges.
- We will be investigating water through different science experiments.
- We will make collages, patterns and pictures using natural materials.
- We will create our own version of Matisse's 'The Snail' artwork.
- We will look at Van Gogh's painting of sunflowers and make our own observational paintings of sunflowers.
- We will make puppets and masks for our class assembly.
- We will learn songs and poems and practise them for our class assembly.

Quality Stimulus Text(s)

Supporting texts will link closely to minibeasts, animals and plants, including fiction and non-fiction.



Significant People Past & Present

- Van Gogh (Artist)
- Matisse (Artist)
- Our Parents/grandparents-looking at who looked after us when we were young.

Linked UNCRC Articles

Rule of law

- Children understand their own and others' behaviour.
- To understand that we have classroom rules that help us to be safe and help us learn together.
- To understand that breaking class rules has consequences.

Democracy

- Making decisions together.
- Children are encouraged to take turns and share.
- Children are encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.
- To take a class vote on a chosen topic.

Individual liberty

- Freedom for all Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning. Risk taking.

Mutual respect and tolerance

- Children celebrate different festivals and share experiences of all cultures and faiths.
- Children learn to take turns to talk and listen to each other.
- Adults provide resources and activities that challenge gender, cultural and racial stereotyping.

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Learning:		
		Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Communication & Language	<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences, and thoughts. • Holds a conversation, jumping from topic to topic. • Focusing attention – still listen or do but can shift own attention. • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences. • Uses vocabulary focused on objects and people that are of particular importance to them. 	<ul style="list-style-type: none"> • To take it in turns to speak. • To be able to talk about an important milestone in their lives when they were a baby and compare what they can do now. • To be able to describe a minibeast e.g. I have stripes on my body. I collect nectar and make honey. What am I? • To understand and to then explain the process of planting seeds and how to look after a plant. • Making predictions about what will happen to the caterpillars. • Understand and explain the life cycle of a caterpillar. • Taste (making healthy recipes) and talk about the foods in the hungry caterpillar and why healthy food is important for our bodies. 	<ul style="list-style-type: none"> • I can retell the stories we share in class using a variety of props to support this (Puppets, props) and join in repeated refrains in familiar stories. • I can rehearse the story of ‘what the Ladybird heard’ to perform for parents at our class assembly. • I can use the photograph as a stimulus to use descriptive language. (Ask children to think of some describing words to compare what is the same and what is different between now and when they were a baby). • I can ask and answer questions about recycling when I visit the recycling centre. 	
Mathematics	<p><u>Number</u></p> <ul style="list-style-type: none"> • Recite numbers past 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Solve real world mathematical problems with numbers up to 5. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Talk about and identify the patterns around them. • For example: stripes on clothes, designs on rugs and wallpaper. • Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. 	<p><u>Number and Pattern</u></p> <ul style="list-style-type: none"> • Use counting on as a strategy for addition. • Count forwards and backwards up to 10. • Explore and represent numerical patterns up to 10. • Understand the concepts of halving and sharing. <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> • Begin recognising coins. • Recognise that data can be collected in different ways. • Recognise and name a variety of 2D shapes. <p><u>Problem solving</u></p> <ul style="list-style-type: none"> • Notice connections. 	<ul style="list-style-type: none"> • I can reason mathematically using vocabulary accurately and confidently. • I can use a variety of manipulatives to represent mathematical thinking. • I can develop spatial reasoning skills. • I can automatically recall number bonds up to 5. 	<ul style="list-style-type: none"> • Listen to one another respectfully. • Approach problem solving with curiosity. • Solve problems with a systematic approach. • Engage in discussion with a partner or as a part of a group.

<p>PSED</p>	<ul style="list-style-type: none"> • Growing ability to distract self when upset e.g. by engaging in a new play activity. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Initiates play, offering cues to peers to join them. • Shows confidence in asking adults for help. • Aware of own feelings and knows that some actions and words can hurt other people's feelings. 	<ul style="list-style-type: none"> • To be confident to speak to others about their own wants, needs interest and opinions. • To begin to negotiate and solve problems without aggression. • To work as part of a group or class and understand and follow the rules. • Think about the perspectives of others. • To build confidence to share their proud moments. 	<ul style="list-style-type: none"> • I can talk about how I am growing and changing and discuss what I can do now that I couldn't do before? (Share baby photographs.) • I can talk about plants and how to care for them. • I can care for caterpillars and watch them turn into butterflies and then release them safely into Coronation Gardens. • I understand and discuss why we are releasing the butterflies-talking about changes and friendships. • I can discuss how spring is a time of new beginnings and growth-looking at how different plants and animals change and grow in spring and I can compare it to how I have changed and grown since my first day at school. • I can describe changes in positive terms-transition to Year 1. 	<ul style="list-style-type: none"> • Play cooperatively in a group. Children work on projects in groups lead by their own interest.
<p>Physical Development</p>	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Draws lines and circles using gross motor movements. 	<ul style="list-style-type: none"> • To progress towards a more fluent style of moving, with developing control and grace. • To revise and refine the fundamental movement skills they have already acquired like crawling and climbing. 	<ul style="list-style-type: none"> • I can observe and talk about the movements of minibeasts and use my body in different ways to move like a minibeast, wiggle like a worm, flap your wings like a butterfly, curl up small like a snail. Etc • I can dig in the soil to prepare it for planting seeds. • I can plant flowers using a range of garden tools such as trowels, spades, rakes, forks, and watering cans. • I can make daisy chains. • I can chop up fruit to make a 	<ul style="list-style-type: none"> • Work collaboratively and share ideas.

	<ul style="list-style-type: none"> • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Can tell adults when hungry or tired or when they want to rest or play. • Understands that equipment and tools have to be used safely 		<p>healthy fruit salad/fruit kebab.</p> <ul style="list-style-type: none"> • I can mould clay/playdough to make minibeast models. • I can plant cress heads and to practise trimming it- cutting the hair. 	
Literacy	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as their own name and advertising logos. • Look at books independently. Enjoys an increasing range of books. • Ascribes meanings to marks that they see in different places. • Gives meaning to marks they make as they draw, write and paint. 	<ul style="list-style-type: none"> • To write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • To re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • I can write facts about what I have learnt about minibeasts. • I can write a list of minibeasts I have found in the playground. • I can label a picture of an insect/plant and the lifecycle of a butterfly. • I can write instructions to make a healthy snack. • I can make a poster in a group to create awareness about how plastic is bad for the environment and the importance of recycling. 	
Understanding the world	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. Recognises and 	<ul style="list-style-type: none"> • To draw information from a simple map. • To recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • I can discuss how we grow plants and what do we need to do to help them grow? • I can discuss different stages of the life cycle of the butterfly using new vocabulary. 	

	<p>describes special times or events for family or friends.</p> <ul style="list-style-type: none"> Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images. Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and changes. Understand basic scientific concepts such as floating and sinking. 	<ul style="list-style-type: none"> I can care for caterpillars and for butterflies. I can discuss how I physically change as I grow and how I have changed already since I was a baby? I can go on a minibeast hunt and use a tick sheet to mark off what I find. I will help to make a fruit salad to eat at snack time. I will take it in turns to wash and chop. I can participate in a workshop at the recycling centre. I can work scientifically and investigate floating and sinking. 	
<p>Expressive Art & Design</p>	<ul style="list-style-type: none"> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and 	<ul style="list-style-type: none"> Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> I can create symmetrical butterflies by folding paper and using paint. I can carefully look at spirals, patterns, colours and textures within plants and minibeasts, in particular snails, chameleons and spider webs and create my own art using different mixed media. I can do observational drawings and paintings of sunflowers/trees I can explore colour mixing by creating paintings of a spring scene. I can mould clay/playdough to make a minibeast model. I can create something new out of recycled materials. 	<ul style="list-style-type: none"> Create collaboratively sharing ideas, resources, and skills. As a group to create a minibeast hotel for the outdoor area.

	<p>horizontally, making enclosures and creating spaces.</p> <ul style="list-style-type: none">• Join construction pieces together to build and balance.• Realises tools can be used for a purpose.• Sings to self and makes up simple songs.• Make up rhythms.• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.• Engages in imaginative role-play based on own first-hand experiences.• Uses available resources to create props to support role-play. Creates movement in response to music.			
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