

**Reception Medium term plan**  
**What happens on the farm?**



Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Wk 1 -	Wk 2	Wk 3	Wk 4	Wk 5	
<b>Texts</b>						
<b>Additional Texts</b>						
<b>Links to previous learning.</b>	<ul style="list-style-type: none"> <li>Links to 'What makes me happy and healthy?' topic.</li> </ul>					
<b>Enhancements, trips and visits</b>	<ul style="list-style-type: none"> <li>Farm visit</li> </ul>					

Week 1	Week 2	Week 3	Week 4	Week 5
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<b>Literacy</b>	<p>Through the story of 'What the Ladybird Heard' ...</p> <p>Explore rhyming patterns Do some story sequencing and oral rehearsal Consider how the animals worked together to foil the burglars. Create a piece of writing inspired by the misplacement of animal with animal noise. Video a response to Hefty Hugh and Lanky Len after we 'rehabilitate' them!</p>	<p>MARCH - the month of Reading World Book Day</p> <p>Through the story of Farmer Duck, explore the character traits of Duck and Farmer and how Duck's mood changes throughout the story. Sequence the story through oral rehearsal and actions. Explore some of the jobs the animals did. What did 'Quack' really mean when Duck was asked to do so many jobs? Create a piece of writing to reflect the real translation of 'Quack'.</p>	<p>Through 'A Squash and a Squeeze' ,</p> <p>Explore why the little old lady listened to the wise man's advice. Use the physical characteristics of different animals to give clues / identify, write and draw. Collect rhyming words / link and compare them with Ladybird Heard.</p>
<b>Maths</b>	<p><b>Number</b></p> <p>Focus on counting, ordinality and cardinality. Find 6, 7 and 8 by knowing that those numbers can be made by '5 and some more.' Gain greater understanding that every whole number is one more than the previous number and one less than the following number.</p> <p><b>Pattern, Shape, Space and Measure:</b></p> <p>Use prepositional language to support others to follow an obstacle course. Begin to understand that these can be represented on a map.</p>	<p><b>Number</b></p> <p>Focus on comparison. Children will be given opportunities to practise their knowledge and understanding when comparing quantities. They are familiar with more than, fewer than and will begin to use less than as a way of comparing amounts.</p> <p><b>Pattern, Shape, Space and Measure:</b></p> <p>Continue to explore prepositional language to describe and explain direction and movement.</p>	<p><b>Number</b></p> <p>Focus on composition. Children will consolidate their understanding of the composition of numbers by exploring the numbers within 7.</p> <p><b>Pattern, Shape, Space and Measure:</b></p> <p>Children will be given opportunities to explore the weight of different objects and identify which is heavier or lighter. They will then be given opportunities to predict which object will be heaviest or lightest and then move onto comparing indirectly and putting objects in order of which they think will be lightest to heaviest.</p> <p><b>Number</b></p> <p>Focus on composition. Children will continue to explore the composition of numbers within 10. They will explore whether sets of objects are equal or not equal.</p> <p><b>Pattern, Shape, Space and Measure:</b></p> <p>Children will be given opportunities to explore the capacity. Using a real life example such as needing to pour milk, children will make predictions and explore this concept by looking at the capacity of different objects such as bottles.</p> <p><b>Number</b></p> <p>Focus on composition. Children will be given opportunities to sort objects according to different criteria such as colour, shape, size or function.</p> <p><b>Pattern, Shape, Space and Measure:</b></p> <p>Children will be given the opportunity to sequence time and use the vocabulary related to this. They will use their farm trip as a stimulus to sequence the events that happened during that day and use language such as first, next, after and finally to support their understanding.</p>

<b>PSED</b>	Think Equal programme  International Mother Tongue Day  Cultural Festival	Think Equal Programme  How could we rehabilitate Helft Hugh and Lanky Len, from the story?  International Women's Day	Think Equal Programme	Think Equal Programme	Think Equal Programme  International Day of Non Discrimination
<b>PD</b>	<p>Children work together to create obstacle courses in the outdoor areas.</p> <p>Develop gross and fine motor precision through willow dome-making and basket weaving</p> <p>Make circuits in 'big outdoors' make the tricycle track more challenging</p> <p>Make short sequences that can be repeated over climbing apparatus</p>				
<b>C&amp;L</b>	Use vocabulary related to preposition language in a variety of contexts. Use language related to animal names in the farm context.		Use vocabulary related to weight and capacity.  'Why' and 'How' questions		Consolidate learning from this half term, use and apply new vocabulary in context.
<b>UW</b>	<p>International Mother Language Day celebrated on 29th February.</p> <p>Use Google Earth to explore maps and support children with perspective of maps and where places in their locality are in relation to others. For example, the library to school, their home to school.</p> <p>Explore the names of adult and young animals.</p>		British Science Week  Using real vegetables, children will explore where different vegetables are grown.	Explore how farms have changed through time. Begin to explore the concept of <b>trade</b> .	Consolidate learning from the half term and first hand experience of the farm from our trip.
<b>EAD</b>	Use colour mixing techniques to shade flower petals  Ladybird Heard Story theme - finger prints / finger print observational drawing.	Create Mother's Day cards.  Finger print - printing techniques , repeated stamps and pattern	Create a soundscape of ambient noise for a farmyard..Use puppets or small world animals to create the musical piece.	Farm vegetable art - using vegetables as printing stamps and herbs as 'paint'	Marcus Rashford archive project associated creative task for International day of non-discrimination
<b>Phonics</b>	Essential Letter and Sounds Phonics Programme				

<b>Indoor role-play</b> <b>Farm Shop / Garden Centre / small world farm yard</b>	<b>Outdoor role-play</b> <b>Farm Shop</b> <b>Willow HQ</b> <b>Farm yard / barn</b>
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