

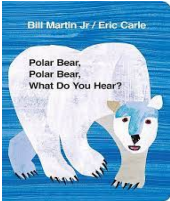
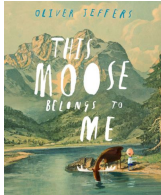
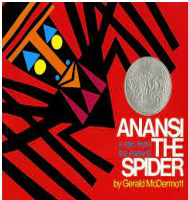



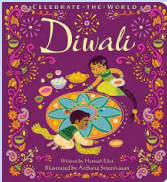



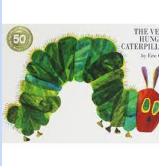
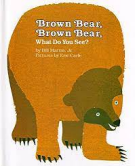


<div>15</div> <div>LIFE ON LAND</div> 	Reception Medium term plan <u>Where in the World do Animals live?</u>							
	Wk 1 28.10.24	Wk 2 4.11.24	Wk 3 11.11.24	Wk 4 18.11.24	Wk 5 25.11.24	Wk 6 2.12.24	Wk 7 9.12.24	Wk 8 16.12.24
Planning around quality text.								
Additional texts / online resources linked with theme and calendar or events.								
Links to previous learning.	<ul style="list-style-type: none"> Developing emotional literacy through Zones of Reg and Think Equal programme What Makes Me Happy, Healthy? Polar regions Global Goals and living in a more sustainable way Respect and knowledge of world religions Appreciation of the seasons and comparisons with other parts of the world Pro-social behaviour and interactions through role play and other shared learning opportunities. 							
Enrichment, trips and visitors.	Black History Month Exhibition - week 2 Nativity Show series - first week in December Anti-bullying Week							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
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Literacy	<p>Coming to England focus text. Recapping themes of migration, moving. Continue with suitcase writing.</p> <p>Hear the initial sound in words and attempt to form some lower case letters.</p>	<p>Share Polar Bear, Polar Bear. Hook with animal noises on talking tins and speech bubbles.</p> <p>Introduce the children to the concept of story mapping. Children create their own story map by drawing pictures and writing labels to represent the story of the story.</p> <p>Hear initial sounds in words, attempt to accurately form letters that correspond with the sounds that they hear.</p>	<p>Continue to explore Polar Bear, Polar Bear. Use drama and oracy skills such as hot seating to pose questions to the Zoo Keeper- what else did you hear? Children use their imagination to think of another animal and sound e.g. 'I can hear a cow mooing in my ear.' Use oracy skills to rehearse a sentence, count the words, clap the sentence and attempt to write.</p> <p>Hear initial sounds in words, attempt to accurately form letters that correspond with the sounds that they hear. Attempt to write a sentence and check that it makes sense.</p>	<p>Introduce the story The Moose Belongs to Me. Introduce the children to the concept of innovating a story- we have story mapped previous stories and now we will adapt this story.</p> <p>Children will be encouraged to think of a new rule for a pet. For example, 'No running.'</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Continue with The Moose Belongs to Me. Use the book to create a guide on how to look after an animal for an animal, for example, 'feed it, let it sleep,</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Introduce the children to the folk story Anansi the Spider.</p> <p>Oral storytelling tradition Exploration of animals as characters in African folklore</p> <p>There will be a rhyming focus this week.</p>	<p>Introduce the text Stick Man story. Draw and label stickman What could Stick Man be used for?</p> <p>Write celebration cards/new year cards to share with families.</p> <p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	
Maths Mastering Number	<p>Building on their subitising skills. Children will begin to notice sub-groups within larger groups.</p>	<p>Children will look carefully and use the language of comparison to describe sets of objects that they can see. Adults will model the language fewer than and more than.</p>	<p>The children will deepen their understanding of 5 as a quantity and will also begin to explore ways to represent numbers to 5 using both their fingers.</p>	<p>The children will be encouraged to compare the number of objects in 2 sets by matching them 1:1. Seeing that objects in some sets can be matched without any being left over will draw the children's attention to instances when the quantities of objects are equal.</p>	<p>Children will begin to explore composition by focusing on the preliminary skills: the concept of 'wholes' and 'parts'. By investigating their own bodies and familiar toys they will begin to understand that whole things are often made up of smaller parts and that a whole is, therefore, bigger than its parts.</p>	<p>Children will build on their understanding of the composition of numbers by investigating the composition of 3, 4 and 5.</p>	<p>Children will develop their understanding of the concept of cardinality – that the last number in the count tells us 'how many' things there are altogether – and begin to apply this concept to count more abstract things, such as claps and jumps.</p>	<p>The children will begin to use skills of conceptual subitising, beginning to quickly see the sub-groups within these larger numbers.</p>
White Rose	<p>Children will explore different representations of 1, 2 and 3. We will start with making sure the children can confidently say these out loud before moving on to matching the verbal number names to numerals and quantities.</p> <p>Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.</p>	<p>Children will start to notice circles and triangles in the environment. They will be introduced to mathematical language to describe these shapes.</p>	<p>Children will explore finding different representations of 4 and 5. Ensure that children can confidently say the number names 'one' to 'five'. Once they can do this, encourage them to match the verbal number names to numerals and quantities.</p>	<p>.Children will explore finding different representations of 4 and 5. Ensure that children can confidently say the number names 'one' to 'five'. Once they can do this, encourage them to match the verbal number names to numerals and quantities.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Children notice squares and rectangles all around them and begin to describe their properties. They will be introduced to mathematical language to describe these shapes, such as 'sides', 'straight' and 'corners'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.</p>	<p>Children are introduced to the concept of zero. They will already have some practical understanding of 'nothing there', 'none' or 'all gone'.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Children build on learning from the previous step and use their knowledge of zero to find an amount to five, including zero. Children will begin to represent the numbers in many ways and in different practical contexts in order to embed their understanding.</p>	<p>Consolidation- Children will consolidate their previous learning.</p>
PSED	<p>Think Equal programme</p> <p>Revisit headline themes</p>	<p>Think Equal programme</p>	<p>Anti-bullying Week</p> <p>Think Equal programme</p>	<p>Think Equal programme</p>	<p>Think Equal programme</p> <p>Explore the idea of 'Anasi</p>	<p>Think Equal programme</p>	<p>Think Equal programme</p> <p>Why do we celebrate?</p>	

	and use of Zones of Regulation	Keeping safe - fireworks	Theme of 'ownership' from the Moose belongs to Me		the trickster' - What is trickery? What is wrong with trickery ?		
PD	<p>Gross Motor PE skills - Exploring movements of different animals Exploring different ways to move Movement breaks in class to support refocus and strengthening bodies Yoga sessions linked to PSED and regulation, looking at different positions - supporting balance and stillness Children will have the outdoor area to explore, making different obstacle courses, using the different equipment and practising skills used to ride bikes and scooters.</p> <p>Fine Motor Fine motor activities to support strengthening fingers and hands (play dough, threading, tweezer work, small construction) Handwriting tasks to support letter formation.</p>						
C&L	<p>Connect one idea or action to another using a range of connectives, e.g. Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?" Describe events in some detail. Use sequencing words to aid description. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives.</p>						
UW	Coming to England BHM Exhibition	Signs of Autumn	What animals are in Manchester?	Diverse animals of Ghana: Hippo, mongoose, aardvark, monkey, elephant, crocodile	Comparing and Contrasting Places	Celebrations throughout the world	
Science		<p><i>knowing about seasons across the world at the same time</i></p> <p><i>knowing seasons are different</i></p> <p><i>Describe and compare different seasons and features of different seasons</i></p>					
Geography							
Concepts:	<p><i>Recognise some similarities and differences between life in this country and life in other countries and communities.</i></p> <p>Continuing on from the previous half term children to compare life in England to life in Trinidad and Tobago as explored through the text Coming to England</p>	<p><i>Explore the natural world around them. Describe what they see, hear and feel when outside. Understand the change in seasons on the natural world around them.</i></p> <p>Signs of autumn- go on a walk around our outdoor areas. What are the signs of autumn that we can see?</p>	<p><i>talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur, and talk about changes.</i></p> <p>Discuss animals we find in our neighbourhood birds, geese, ladybirds, squirrels. Children to identify why would those animals would choose to live here.</p>	<p><i>Talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur, and talk about changes.</i></p> <p>Discuss animals from other countries and briefly discuss what their environments look like and why that would be.</p>	<p><i>Children know about similarities and differences in relation to places</i></p> <p>Examine all the animals we have looked at and where they live. Compare and contrast places.</p>	<p><i>Recognise some similarities and differences between life in this country and life in other countries and communities eg weather/plant life/festivals.</i></p> <p>Examine celebrations throughout the world. Discuss similarities and differences related to places.</p>	
	Place similarity and difference Environment						

History			Remembrance Day- discussion of WW1 and WW2 and their significance.					
RE/ celebrations	<p>Diwali- Festival of lights</p> <p>BBC-Bitesize https://www.bbc.co.uk/bitesize/articles/zjpp92p</p> <p>Diva Lamps Rangoli Designs Cardboard hands and paint (Mehndi patterns)</p> <p>Place of worship and holy book</p> <p>Traditional foods incorporated into sensory kitchen/ -playdough making /mud kitchen/ big outdoor kitchen-herbs and spices,</p> <p>Halloween/ Pumpkin soup story. Pumpkins in sensory kitchen and mud kitchen</p>	<p>Bonfire Night</p> <p>Keeping safe -BBC- https://www.bbc.co.uk</p> <p>Bonfire Night Safety/Firework Safety for kids https://www.youtube.com/watch?app=desktop&v=1bELqYDYOsQ</p> <p>Remember, remember, the fifth of November chant</p> <p>Drop the tea bag-paints (firework pictures) Chunky Chalks outdoor area</p>	<p>Remembrance Day</p> <p>What is it and why is it important? BBC-https://www.bbc.co.uk/newsround/15492752</p> <p>Creating Poppy themed wreaths for classroom doors</p> <p>Anti-bullying week</p> <p>PSHE team themed assembly</p> <p>Topsy and Tim help a friend story online https://www.youtube.com/watch?v=hhH9NCiaZt8</p> <p>Recognising and celebrating difference</p>		<p>Nativity parts and rehearsals</p>	<p>Christmas</p> <p>Nativity Performances</p>	<p>Christmas</p> <p>Understand that some places are special to members of the community.</p> <p>Discuss places of worship - link to Christianity Discuss the holy book</p>	<p>Christmas/Hanukah</p> <p>Judaism- place of worship link back to the festival of lights for Diwali Discuss the holy book</p>
EAD	<p>Diwali- inspired artwork</p> <p>Music - pulse vs beat - make 'rhythm names' for zookeeper's animals</p>	<p>Natural colours and textures of Autumn</p> <p>Choose pieces of music or styles that reflect the different animals in the story of 'Polar Bear, Polar Bear'</p>	<p>Eric Carle Inspired art collage</p> <p>Ostinato repeated pattern and musical texture</p>	<p>Make a song and music playlist that might be in Wilfred's playlist</p>	<p>Nativity performances</p> <p>African folk art</p> <p>Djembe drumming / hand and body percussion</p>		<p>D&T- design and label a Stickman</p> <p>Christmas/celebration cards</p> <p>D&T project- make a Christmas hat.</p>	
Phonics	Essential Letter and Sounds Phonics Programme							

Indoor role-play Pumpkin Kitchen Dressing Room Home Corner Costumes for occupations Telephone Box Shop	Outdoor role-play Story shed / costumes Allotment 'mud kitchen shop' Beach Ice-cream shop Construction site
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