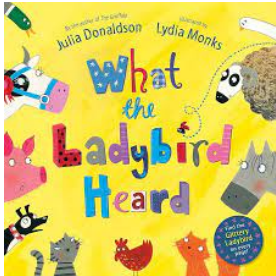

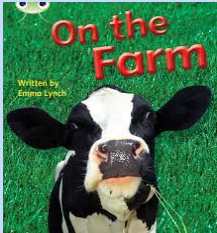
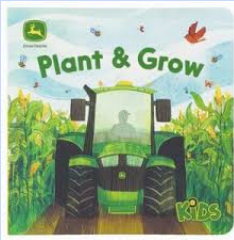
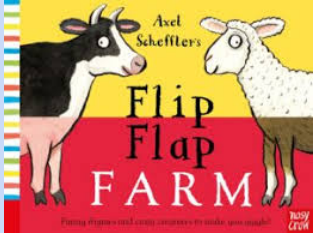




## Reception Medium term plan What happens on the farm?

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	Wk 6
<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> <li>• Links to prior learning about history and how farming has changed.</li> <li>• Opportunities to consider new learning, how has shopping/farming changed.</li> </ul>					
<b>Enhancements, trips and visits</b>	<ul style="list-style-type: none"> <li>• Farm visit</li> <li>• Planting</li> <li>• World Book Day 6th March</li> <li>• Reception Maths Workshops 24th-28th February</li> </ul>					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Literacy</b>	<p>Introduce children to our new text 'What the Ladybird Heard.' The children will encounter a crime scene and need to consider what has happened. The children will use actions to support them to retell the story and will create story maps.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>We will continue to use the story What the Ladybird Heard to explore themes of rehabilitation.</p> <p>We will describe Lanky Len and Hefty Hugh and use drama techniques such as hot seating to ask them questions.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>We will continue to explore the text What the Ladybird Heard. This week, there will be an oracy and drama focus. We will act out scenes from the story and adapt the story to reflect the changes that Lanky Len and Hefty Hugh could make.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>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>Introduce the children to the new text Farmer Duck. Hook- mess in the classroom and asking other adult to tidy. Delve into how that made them feel. Read Farmer Duck.</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.</p> <p>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>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Introduce the children to Squash and a Squeeze</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> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>After our trip to the farm, the children will write a recount of their time at the farm- what was their favourite part? The children will write a sentence e.g I held a chick. I went on a tractor.'</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>
<b>Maths</b>	<p><b>Number</b></p> <p><b>Mastering Number Week 18 - Composition</b></p> <p><b>Pattern, Shape, Space and Measure:</b></p>	<p><b>Number</b></p> <p><b>Mastering Number Week 19 - Composition</b></p> <p>Children will explore number composition up to 10, focusing on "doubles" (two equal</p>	<p><b>Number</b></p> <p><b>Mastering Number Week 20 - Composition</b></p> <p>This week, children will sort objects by different criteria (colour, size, function), then create their own rules. This</p>	<p><b>Number</b></p> <p><b>Mastering Number Week 21 - Cardinality, ordinality and counting</b></p> <p>This week focuses on the purpose of counting ("how many") and</p>	<p><b>Number</b></p> <p><b>Mastering Number Week 22 - Subitising</b></p> <p>Children will practice subitising (recognizing quantities instantly) with more complex arrangements. They'll use</p>	<p><b>Number</b></p> <p><b>Mastering Number Week 23 - Composition</b></p> <p>This week, children solidify understanding of the number 5, practicing recalling its parts when one part is hidden.</p>

	Use prepositional language to support others to follow an obstacle course. Begin to understand that these can be represented on a map.	parts making a whole). <b>Pattern, Shape, Space and Measure:</b> Continue to explore prepositional language to describe and explain direction and movement.	builds key skills for problem-solving and data analysis. <b>Pattern, Shape, Space and Measure:</b> 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.	cardinality (last number counted is the total). <b>Pattern, Shape, Space and Measure:</b> 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.	their understanding of doubles to improve subitising, moving away from counting to develop a more abstract number sense. <b>Pattern, Shape, Space and Measure:</b>  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.	
<b>PSED</b>	Think Equal programme  Consider being a good friend. Was the ladybird a good friend? If so, why?	Think Equal Programme  How could we rehabilitate Helft Hugh and Lanky Len, from the story?  International Women's Day	Think Equal Programme  Continue to consider the rehabilitation of Lanky Len and Hefty Hugh.	Think Equal Programme  Explore themes of fairness and equality.	Think Equal Programme  Mother's Day- Sunday 30th March	Think Equal Programme
<b>PD</b>	Children work together to create obstacle courses in the outdoor areas. Develop gross and fine motor precision through willow dome-making and basket weaving Make circuits in 'big outdoors' make the tricycle track more challenging Make short sequences that can be repeated over climbing apparatus					
<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>	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.		British Science Week - Theme is 'change and adaptation'. For this the children will be planting beans.	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.	Consider what happens on farm- what do we now know about farms?

	Explore the names of adult and young animals.		Using real vegetables, children will explore where different vegetables are grown. This will also be linked to British Science Week and looking at changes over time.			
<b>EAD</b>	Use colour mixing techniques to shade flower petals  Ladybird Heard Story theme - finger prints / finger print observational drawing.	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'	Create Mother's Day cards for 30th March.	
<b>Phonics</b>	Essential Letter and Sounds Phonics Programme					

**Indoor role-play**

**Farm Shop / Garden Centre / small world farm yard**

**Outdoor role-play**

**Farm Shop**

**Willow HQ**

**Farm yard / barn**