

Reception Mid-term plan 2022-2023

Term 6

Stomp, Crunch, Munch!

Characteristics of effect learning	<u>Finding out and exploring</u> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 	<u>Being involved and concentrating</u> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details 	<u>Having their own ideas</u> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things
Personal, social and emotional development Objectives	<u>Self- Regulation</u> <ul style="list-style-type: none"> • 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. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<u>Managing Self</u> <ul style="list-style-type: none"> • 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. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<u>Building Relationships</u> <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.

Physical development Objectives	<u>Gross Motor</u> <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. 			<u>Fine-Motor</u> <ul style="list-style-type: none"> 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. 			
Communication and Language	<u>Listening, attention and Understanding</u> <ul style="list-style-type: none"> 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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers 			<u>Speaking</u> <ul style="list-style-type: none"> 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. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 			
	05 - June	12 - June	19 - June	26 - June	3 - July	10 - July	17 - July
Events		Healthy Eating Week 18 th June - Fathers Day		26 th - 29 th June Transition week. 30 th June - No Children	5 th July - EYFS Sports Day	14 th - Reports go Home	17 th - celebration book look 18 th - TePTA Infant Movie night
Talk for writing Story focus	Dinosaur Facts	The Little Green Dinosaur	The Little Green Dinosaur	Transition Week	Facts about a T-Rex	How to catch a Dinosaur-Instructions	How to catch a Dinosaur-Instructions
Little Wandle Phonics	Phase 4 CCVC & CVCC	Phase 4 CVCC & CCVC	Phase 4 CVCC & CCVC	Phase 4 longer words	Phase 4 longer words	Phase 4 words ending -el	Assessment Week

Writing	Children; <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. • Write simple phrases and sentences that can be read by others 					
Reading	Children; <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, Including some common exception words 					
Comprehension	Children; <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 					
NCETM Mastering Number Programme	Doubling	Consolidation	Consolidation	Sharing	Grouping	Evens and odds
Mathematical development Objectives	<u>Consolidation</u> <ul style="list-style-type: none"> - Instantly recognising small groups in both standard and non-standard formations, combining them using knowledge of composition to 10 - Counting beyond 20, noticing the counting system - Comparing groups up to ten using language, greater than, fewer than and the same as - Understanding that all quantities are composed of smaller ones. - Recalling number bonds to 5 and some number bonds to 10 - Noticing patterns in numbers to 10 e.g. evens and odd. <u>Doubling</u> <ul style="list-style-type: none"> - Understand that double means “twice as many” - Build doubles to 10 using real objects - Use the language “double x is y” to recall doubles to 10 <u>Sharing and Grouping</u> <ul style="list-style-type: none"> - Spotting when groups are not equal - Recognising and making equal groups - Spotting groups of objects within larger groups - Noticing when objects are left after sharing and suggesting solutions 					

	<u>Odds and Evens</u> <ul style="list-style-type: none"> - Noticing that some quantities share evenly between 2 groups and some don't - Noticing that some groups can be grouped into pairs and some will have remainders - Building pair-wise patterns 		
Maths elgs	<u>Number</u> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<u>Numerical Pattern</u> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	
Understanding the World	<u>Past and Present</u> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<u>People, Culture and Communities</u> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. 	<u>The Natural World</u> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • 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.

<p><u>Expressive Arts and Design</u></p>	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<p><u>Being imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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