

Reception Mid-term plan 2020-21

Term 3

'Once upon a Time'

<p>Characteristics of effective learning</p>	<p>Finding out and exploring</p> <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 			<p>Being involved and concentrating</p> <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 		<p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things 	
<p>Personal, social and emotional development objectives</p>	<p>Making relationships</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 			<p>Self-confidence and self-awareness</p> <p>Can select and use activities and resources with help.</p> <ul style="list-style-type: none"> • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. 		<p>Managing feelings and behaviour</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. 	
<p>Physical development objectives</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. • Draws lines and circles using gross motor movements. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Can copy some letters, e.g. letters from their name. 						
<p>EVENTS/ SPECIAL DAYS</p>	<p>4th January Term Begins</p>	<p>11th January</p>	<p>18th January</p>	<p>25th January</p>	<p>1st February</p>	<p>8th February 12th Chinese New Year Term Ends</p>	
<p>Talk for writing Story focus</p>	<p>The Three Billy Goats Gruff</p>		<p>The Three Billy Goats Gruff</p>	<p>The Three Little Pigs</p>	<p>The Three Little Pigs</p>	<p>Instructions- How to catch a Wolf</p>	<p>Instructions- How to catch a Wolf</p>
<p>Communication language and literacy objectives</p>	<p>Understanding</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking</p> <ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 						
<p>Read write Inc Phonics</p>	<p>Phonics</p> <p>ng, nk, th, ck</p> <p>Reading/writing CVC words.</p>	<p>Phonics</p> <p>ay, ee, igh, ow</p> <p>Reading/writing CVC words.</p>	<p>Phonics</p> <p>oo, oo, ar, ow</p> <p>Reading/writing words containing diagraphs.</p> <p>Reading simple</p>	<p>Phonics</p> <p>ir, ou, oy, ea</p> <p>Reading/writing words containing diagraphs.</p> <p>Reading simple</p>	<p>Phonics</p> <p>or, oi, a_e, i_e</p> <p>Reading/writing words containing diagraphs.</p> <p>Reading simple sentences.</p>	<p>Phonics</p> <p>o_e u_e, e_e, aw</p> <p>Reading/writing words containing diagraphs.</p> <p>Reading simple sentences.</p>	

			sentences.	sentences.		
Writing	<p>Children master;</p> <ul style="list-style-type: none"> • Hear and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. <p>Children begin to;</p> <ul style="list-style-type: none"> • Attempt to write short sentences in meaningful contexts. 					
Reading	<p>Children master;</p> <ul style="list-style-type: none"> • Hear and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. <p>Children begin to;</p> <ul style="list-style-type: none"> • Read words and simple sentences. 					
Comprehension	<p>Children master;</p> <ul style="list-style-type: none"> • Hold a book the correct way and turn pages • Talk about illustrations • Show an interest in print • Listen attentively to a story • Join in with a repeated refrain • Suggest how a story may end • Talk about characters, events and settings • Continue a rhyming string <p>Children begin to;</p> <ul style="list-style-type: none"> • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Know that information can be retrieved from books. 					

NCETM (National Centre for Excellence in the Teaching of Mathematics)	Composition Number Bonds to 10	Composition Number Bonds to 10	Shape, space & measure 2D shapes	Shape, space & measure Pattern	Shape, space & measure Pattern	Shape, space & measure 3D shapes
Mathematical development Objectives	<p><u>Cardinality and counting</u></p> <ul style="list-style-type: none"> Counting: saying number words in sequence Counting: tagging each object with one number word Counting: knowing the last number counted gives the total so far Subitising: recognising small quantities without having to count them all Numeral meanings: matching the numeral with a quantity Conservation: knowing that the number does not change if things are rearranged (so long as none have been added or taken away). <p><u>Comparison</u></p> <ul style="list-style-type: none"> More/less: comparing collections of objects and understand which group has more/less. Include challenges; e.g. the group with more having smaller items than the group with less- draw attention to the numerosity of the comparison; i.e. the number of things not the size of them. Comparing numbers: show understanding by comparing numbers and describing which is more; i.e. have 2 boxes and being told one has 3 sweets and the other has 5. Which box would they keep and why? One more/one less: recognising when the label doesn't match the quantity; i.e. 5 objects with number 4, they can identify why that is not right. One more/one less: understanding that if they add one they will get the next number or if one is taken away, they will have the previous number. <p><u>Composition</u></p> <ul style="list-style-type: none"> Part/Part/whole: Children to see smaller numbers within a larger collection. Inverse operations: Children to partition a number of things into two groups, and recognise that those groups can be re-combined to make the same total. Partitioning into pairs of numbers: Children to explore a range of ways to partition a whole number. Identifying pairs that make a total. Partitioning into more than two numbers: Children to explore the different ways a whole number can be partitioned. Number bonds: To 5 and 10. Children to know which pairs of numbers make a given number. <p><u>Shape</u></p> <ul style="list-style-type: none"> Construct and create things that represent objects in their environment while noticing the properties of the shapes they are using. Children to notice the properties of shapes and describe them using a mixture of formal and informal language. i.e. number of sides, corners (2D) or edges, faces and vertices (3D), equal sides, parallel sides, angle size, including right angles, 2D shapes as faces of 3D shapes. Develop an awareness of relationships between shapes; e.g. small triangles making a bigger triangle or identifying 2D shapes in the faces of 3D shapes. <p><u>Pattern</u></p> <ul style="list-style-type: none"> Continuing an AB pattern Copying an AB pattern Make their own AB pattern Spotting an error in an AB pattern Identifying the unit of repeat Continuing an ABC pattern Continuing a pattern which ends mid-unit 					

- Making their own ABB, ABBC patterns
- Spotting an error in an ABB pattern
- Identifying patterns all around us