

**Our Approach:** We believe that high levels of child involvement lead to accelerated levels of progress. Our environment is set up to give children the opportunity to self-manage, to take initiative and self-direct their learning. There are some skills which need to be explicitly taught and so adult directed activities take place at various points throughout the day. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we will be encouraging through play and through our direct teaching.



Medium Term Plan

Year: Reception

Term: Spring 1

Theme: Superheroes

Maths

**Week 1 - Subitising**

*(subitise within 5 focusing on die patterns, match numerals to quantities within 5)*

- use fingers to quickly show quantities on one hand
- recognise the numerals 1 to 5
- begin to develop conceptual subitising skills with linear and paired arrangements of up to 5 dots
- subitise linear and paired arrangement of 2, 3 and 4 dots
- visualise and recreate arrangements of 3, 4 and 5 dots
- match arrangements of 3, 4 and 5 dots to the correct numerals
- match numerals to quantities for 1 to 5
- use dice to link subitised amounts with 1-to-1 counting actions
- recognise die patterns to 6

**White Rose - Length, height and time**  
-explore and compare

**Week 2 - Counting, ordinality and cardinality**

*(counting - ordinality and the 'staircase' pattern, see that each number is one more than the previous number)*

- recognise numerals 1 - 5
- order numbers from 1 - 5
- match numerals to quantities in order
- notice when there is '1 more' and NOT '1 more'
- match numerals to representations
- represent staircase patterns in different ways

**White Rose - Length, height and time**  
- explore height

**Inside Opportunity:**

Ask the children to build towers from blocks or interlocking cubes to match the numeral cards or Numberblock character cards used in Session 2.  
*Can you put them in order? Which tower comes first? What do you notice? Where can you see the '1 more'?*

**Week 3 - Composition**

*(number 5)*

- show numbers to 5 using fingers
- see that 5 can be partitioned into 4 and 1
- show ways of making 5 using fingers
- see that 5 can be partitioned into 3 and 2
- find ways to partition a set of 5
- understand that 5 can be partitioned into different parts
- use knowledge about 5 to work out a hidden number

**White Rose - Length, height and time**  
- compare height

**Inside Opportunity:**

Ask the children to use interlocking cubes in 2 different colours to build towers of 5. *How many ways can you build a tower of 5? What do you notice? How many [red] cubes have you got? How many [blue] cubes? Is it still 5? Is there another way to build the tower?*

**Week 4 - Composition**

*(6 and 7 as '5 and a bit')*

- see that there are 5 dots on a die pattern
- represent 4 in different ways on a die frame
- use fingers to represent 6 as '5 and a bit'
- use double dice frames to represent 6 as 5 and 1 more
- match die representations of numbers 1-6 to representations on fingers
- see that 5 and '2 more' make 7
- add another block to make 7

**White Rose - Length, height and time**  
- talk about time

**Inside Opportunity:**

Provide the double dice frame and pictures of Numberblocks aliens for the children to re-enact their own alien stories.

**Outside Opportunity:**  
Offer opportunities for the children to reinforce their

**Week 5 - Comparison**

*(compare sets and use language of comparison, make unequal sets equal)*

- use 'more than' and 'fewer than' to describe quantities
- know that it is quantity - not colour or size - that determines if 1 set has more or fewer of the same type of object than another
- use the words 'an equal number' to say when there is the same number of items in 2 sets

**White Rose - Length, height and time**  
- order and sequence time

**Inside Opportunity:**

Provide clipboards, paper and pencils for the children to use to collect data from their classmates.

**Outside Opportunity:**

Offer opportunities for the children to build towers both inside and outside. I wonder - do the tallest towers always have the most blocks?

**Week 6**

Review and consolidate concepts as identified through teacher assessment

**White Rose - Mass and capacity**

- compare mass
- find a balance
- explore capacity
- compare capacity

**Inside Opportunity:**

Activity planned to consolidate learning as identified by teacher assessment.

**Outside Opportunity:**

Activity planned to consolidate learning as identified by teacher assessment.

<p>length</p> <p><b>Inside Opportunity:</b> Give the children the numeral cards from Session 2 to play matching games with the dot cards from Session 1. <i>Can you find the numeral 4 to match with my dot card?</i></p> <p><b>Outside Opportunity:</b> Provide opportunities for playing simple track games. Use standard dice and this week's session resources or large dice and chalked tracks for jumping/hopping games outside. Reinforce the recognition of numerals by saying the number reached. <i>Stand on your starting place... and take 2 jumps. Oh look! You're on number 5 now!</i></p>	<p><b>Outside Opportunity:</b> Use chalk to help small groups of children to draw and describe staircase patterns in the outside area.</p>	<p><b>Outside Opportunity:</b> Place a large hoop and 5 small beanbags outside for throwing practice. How many beanbags landed in the hoop? How many did not? How many beanbags are there altogether?</p>	<p>subitising to 6 skills by playing track games both indoors and outdoors (drawn with chalk) using a die.</p>		
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**Supported and developed through:**

- Daily 'Mastering Number' or 'White Rose' sessions
- The focused indoor or outdoor maths activity carefully linked to the direct teaching session or that builds on children's interests is now a 'must do' activity across the week
- Opportunities to explore mathematical concepts independently within Continuous Provision both in the Mathematical Area and in the wider environment
- Adult interactions within the Continuous Provision build on concepts explicitly taught in class and take account of each child's mathematical development

**English - Phonics and word reading**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p>- ai - ee - igh - oa</p>	<p>- oo - oo - ar - or</p> <p><b>New tricky words:</b></p>	<p>- ur - ow - oi - ear</p> <p><b>New tricky words:</b></p>	<p>- air - er</p> <p><b>words with double letters:</b> - dd, mm , tt, bb, rr, gg, pp, ff</p> <p><b>New tricky words:</b></p>	<p>longer words</p> <p><b>New tricky words:</b></p>	<p>Assess and review week</p>

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**Objectives:**

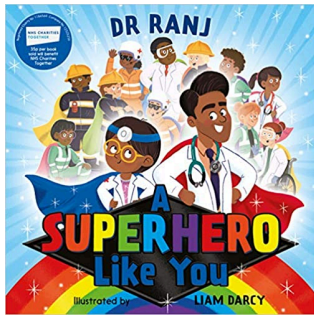
- Read some letter groups that each represent one sound and say sounds for them.
- Segment written words into individual sounds
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences
- Read a few tricky words matched to the Little Wandle phonic programme

**Supported and developed through:**

- Little Wandle phonics
- Reading with children; directly taught sessions and within the Continuous Provision
- Phase 3 graphemes
- Interventions for identified children
- Hitherfield Heroes read with children who need additional practice

**English - Core text and Writing**

**Week 1**



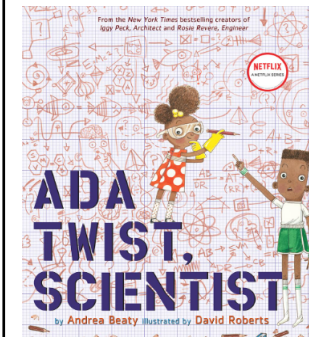
**Week 2 & 3**



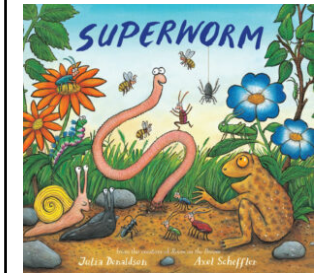
**Week 4**



**Week 5**



**Week 5**



**Objectives:**

- Form most letters correctly
- Hear, say and write the initial sound and other taught sounds in words
- Begin to write short sentence or phrases
- Start to spell some common exception words - 'tricky words'

**Supported and developed through:**

- Once weekly handwriting sessions developing patterns or letter formation as appropriate
- Introduce 'Drawing Club'
- Adults will support letter formation using Little Wandle formation phrases
- Adults modelling writing captions or labels for constructions
- Adults modelling writing within the continuous provision
- Motivate children to write by providing opportunities in a wide range of ways, such as: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner.

- Children enjoy having a range of pencils, crayons, chalks and pens to choose from
- Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames

## English - Comprehension

### Additional Texts for Story Time



### Objectives:

- Retell a simple story once a deep familiarity has been developed

### Supported and developed through:

- Daily storytime in class ensure children are exposed to and have opportunity to talk about a range of high quality texts
- Display quality books in attractive book areas
- Join in with children during small world play, taking on different roles

## Communication and Language

### Objectives (Listening, Attention and Understanding):

#### - Use talk to organise thinking

- Ask questions to find out more (using prompts )
- Begin to understand why and how questions
- Hold back and forth conversations with adults and peers (modelling and support if necessary)

### Objectives (Speaking):

- **Describe events in some detail** (events that have happened, are happening or will happen) using picture prompts or stem sentences
- **Use new vocabulary in different contexts**
- **Listen to and talk about stories**

### Supported and developed through Continuous Provision by:

- High quality interactions between adults and children are key
- Adults will watch and observe children and ensure progress through: *communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges*
- Small world opportunities enhanced where appropriate

### Adult directed activities:

- Continue daily story time, ensuring children are exposed to a range of text types
- Learn a Poem of the half term - 'If I was a superhero'
- Show and tell and time with opportunities for other children to ask clarifying questions

## Personal Social Emotional Development

**Objectives** (Self-regulation):

- **Express their feelings** appropriately **and** begin to **consider the feelings of others**
- Know how to play with others and begin to find solutions without adult input
- Focus during longer whole class sessions

**Objectives** (Managing Self):

- **Know and talk about the different factors that support their overall health and wellbeing:**
- **toothbrushing** (dentist)
- **healthy eating** (Eat them to Defeat them)
- **regular physical activity** (PT visit)

**Objectives** (Building Relationships):

- UW: Talk about members of their immediate family and community**
- Extend their knowledge about the lives of people around them and their role in society

**Supported and developed through Continuous Provision by:**

- Developing expressing feelings using zones of regulation throughout the day
- Continue to explore the Hitherfield Learner Dispositions: creative
- Choice within the provision; self selecting tools to carry out tasks

**Adult directed activities:**

- Introduction of 'must do' activities
- Engage with the Eat Them To Defeat Them Campaign during carpet sessions and at lunchtimes
- Oral hygiene
- Visit from a real life superheroes e.g. doctor, nurse, dentist, midwife

## Physical Development

**Fine Motor Objectives:**

- Use a hammer and begin to use a screwdriver

**Handwriting:**

- Use a tripod or effective grip
- Formation of One-Armed Robot Letters

*One Armed Robot Letters*



**Gross Motor Objectives:**

- **Progress towards a more fluent style of moving, with developing control and grace**

**Taught PE session - Gymnastics**

- link different shapes and ways of moving.
- perform an egg roll and log roll.
- follow different pathways.
- balance on points and patches.
- perform our story to music.
- use a start and finish position.

<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Specific fine motor area utilised to develop cutting, threading, picking up and manipulating small objects - for identified children this is now a 'must do' activity daily</li> <li>- Continuous provision offers a range of opportunities to develop: threading and sewing, pouring, stirring, using spray bottles, dressing and undressing dolls, playing with small world toys and making models with junk materials, construction kits and malleable materials like clay.</li> <li>- Encourage children to draw freely</li> <li>- Support with holding and using utensils whilst the children are eating lunch</li> <li>- Opportunities for children to put on and take off clothes including shoes and buttons</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Drawing Club introduced through Core Text</li> <li>- Opportunity to engage in the woodwork area</li> <li>- Once weekly handwriting sessions beginning to develop pencil grip and posture for handwriting if children have appropriate shoulder strength and ability to rotate wrists</li> <li>- Children use appropriate pencils or use pencil grips if required</li> <li>- Following and creating patterns on a large and small scale</li> </ul>	<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Continuous provision offers a range of opportunities for climbing, large scale building and construction, balancing, pushing and pulling, wheeled objects such as wheelbarrows, prams</li> <li>- Games area offers a range of opportunity to develop throwing and catching, ball skills, skipping, ribbon twirling and using hoops</li> <li>- Children to access balance bikes and pedal bikes as appropriate</li> <li>- Opportunity to play on large scale climbing equipment in the trim trail</li> <li>- Encourage children to take risks and talk to them about how to stay safe</li> </ul>
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**Understanding the World**

<p><b>Objectives: Past and Present:</b></p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community</li> <li>- Name and describe people who are familiar to them</li> </ul> <p>- Talk about the occupations of people in society</p>	<p><b>Objectives: People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community</li> </ul> <ul style="list-style-type: none"> <li>- Name and describe people who familiar to them</li> <li>- Talk about how lunar New Year is celebrated around the world</li> </ul>	<p><b>Objectives: The Natural World:</b></p> <p><b>Supported and developed in Continuous Provision by:</b></p> <p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>- Explore how to change how things work</li> <li>- Explore how the wind can move objects</li> <li>- Explore how objects move in water</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Use opportunities to talk about forces through Core texts and during storytime</li> </ul> <p><b>Outdoor learning opportunities include:</b></p> <ul style="list-style-type: none"> <li>- Explore forces through rolling tyres and climbing frame</li> <li>- Making a bug hotel</li> </ul>
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<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Doctor's surgery or superhero role play space</li> <li>- Introduction to different buildings and building techniques within the construction area</li> </ul>	<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Doctor's surgery or superhero role play space</li> <li>- Introduction to different buildings and building techniques within the construction area</li> </ul>	<p><b>Supported and developed in Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Provide the opportunity to explore the following within Continuous Provision: Pushing and pulling; Floating and sinking; Throwing, dropping, rolling and flying; Compressing and stretching; Magnets and</li> </ul>
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<p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Discussing job roles</li> <li>- Visits from people with different jobs</li> </ul>	<p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Discussing job roles</li> <li>- Visits from people with different jobs</li> <li>- Writing opportunity based on Lunar New Year</li> </ul>	<p>magnetic objects</p> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Use opportunities to talk about forces through Core texts and during storytime.</li> </ul> <p><b>Outdoor learning opportunities include:</b></p> <ul style="list-style-type: none"> <li>- Explore forces through rolling tyres and climbing frame</li> <li>- Making a bug hotel</li> </ul>
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**Expressive Arts and Design**

<p><b>Creating With Materials:</b></p> <ul style="list-style-type: none"> <li>- Look and talk about what they have produced, describing simple techniques and media used.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>- Decide what they are going to draw before they begin</li> <li>- Deliberately try to combine shapes and lines together and their pictures start to look like the images they describe</li> <li>- Enjoy using graphic tools, fingers, hands, chalk, pens and pencils</li> </ul>	<p><b>Being Imaginative and Expressive:</b></p> <p>Everyone! - explore: family, friends, people and music from around the world</p> <ul style="list-style-type: none"> <li>- Learn to sing nursery rhymes and action songs</li> <li>- <b>Sing in a group or on their own, increasingly matching the pitch and following the melody</b></li> <li>- <b>Develop storylines in their pretend play.</b></li> </ul>
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<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Enhancements in role play to reflect current learning</li> <li>- Role play and small world</li> <li>- Provide space for children to keep their creations and provide 'talk time' opportunities for them to share</li> <li>- Provide free choice and process driven art activities - junk modelling</li> </ul> <p><b>Adults are aware of the stages of development in terms of art and design but might introduce children to:</b></p> <ul style="list-style-type: none"> <li>- Scissors and shaped scissors</li> <li>- Joining surfaces using: tape, bands, paperclips, tags and hole punchers</li> <li>- Painting using smaller paintbrushes and other tools such as sticks and cotton buds</li> <li>- Printing in dough</li> <li>- Mixing colours with a purpose and start to identify colours that combine</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Introduce 'Drawing Club' through core texts</li> <li>- Step by step drawing of a superhero</li> <li>- Tracing Chinese symbols as part of lunar New Year celebration</li> <li>- Model planning sheets for construction areas and art and design areas</li> </ul>	<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Children to utilise the stage area within Continuous Provision</li> <li>- Adults play with children in the Continuous Provision suggesting and modelling ways for children to build on their storylines</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Weekly singing assembly</li> <li>- Opportunities to observe and watch dance performances in PE</li> </ul>
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## Computing Offer

### **Focus: Children exploring programming and algorithms through the 'cubetto' and 'code-a-pillar'**

- Follow simple oral algorithms
- Predict and spot simple patterns
- Sequence familiar tasks
- Input a simple sequence of commands to control a robot (with support using cubettos and code-a-pillars)

### **Focus: Information**

- Identify a chart
- Sort physical objects
- Collect and record information
- Recognise some ways in which the internet can be used to communicate
- Talk about how the internet can be used to find things out
- Identify devices I could use to access information on the internet
- Give simple examples of how to find information (search engine, voice activated searching)