

# WAYCROFT ACADEMY—RECEPTION

## Medium Term Planning — Term 6

Prime areas—blue  
Specific areas—red

### Personal, Social and Emotional Development

Talk about stranger danger and how Hansel and Gretel didn't know the witch and it wasn't a good idea to talk to her.  
Discuss characters and their behaviours. Are they good or bad?  
Encourage the children to work together to retell the story using role play masks.  
Growing up and moving on - exploring our move on to Year 1. Dand thoughts  
Continue to support children develop iscuss fears /worries - transitions—visits / sharing feelings their independence in readiness for their move into Year 1.  
Participate in circle time discussions and listen and respond to other children's contributions.  
Talk about behaviour expectations on sports day.

### Mathematics

Explore number through a range of practical problem solving activities—linked to story characters.  
Explore comparing capacity and ordering 3 containers —water play  
Develop number recognition to 20 and write numbers in response to their exploration.  
Use 2D and 3D shapes to create characaters houses, etc— encourage correct use of names during play.  
Develop use of language more and fewer.  
Number bonds to 10, quick recall.  
Circus shopping - What could you buy? What 2 things could you buy for 10p?  
Time - Horse races - Who can complete the course in the shortest/longest time?  
**Hansel and Gretel adding** - Hansel eats 5 sweets from the witches house and Gretel eats 2 sweets. How many did they eat altogether?  
Hansel and Gretel ate 10 sweets altogether. Hansel ate 5 sweets. How many sweets did Gretel eat?  
Maths - Make a bed for daddy bear - Measuring  
Heavy and light - Can you make a heavy load for Sugar lump?  
Can you make a light load for Sugar lump?  
The Prince Frog subtraction  
Sharing - The princess has 6 peas. She shares them with the frog. How many do they have each?  
**Maths** - How big are your shoes?  
Whose shoes are the biggest?  
Collection of shoes to sort for size  
The elves make 4 shoes and the shoe maker makes 2 shoes. How many did they make altogether?  
Shoe shop - shopping - money  
The elves make 10 pairs of shoes. How many shoes did they make? - Counting in 2's.

### Communication and Language

Writing instructions for Hansel and Gretel to leave the forest.  
Speaking and listening games to direct the Beebots out of the forest.  
Compare different versions of the story - how are they similar/different?  
How are the characters different/similar in appearance and personality?  
Hot seat characters from the story (with either a confident child or an adult). The children can use their knowledge of the story to ask relevant questions.  
  
What is your favourite book? Circle time about books and why we love them.  
  
Look at the different characters shown on the front cover. What stories include those characters? What adventures might they have in this book?  
  
Extend attention and concentration when listening to stories , and when completing written and number work, also independent weekend news writing, in preparations for being independent in Year 1.  
Continue to focus on correct use of tenses when speaking and use these correctly in their written work.  
Further develop questioning skills of each other using why, how, when.

### Once upon a time

### Literacy

Trip work about Folly farm.  
**Writing the life cycle of a frog—non fiction**  
**Writing own traditional stories using prop boxes.**  
**Labelling maps of forests**  
**Reading instructions for cooking porridge**  
**Explore fiction and non-fiction books**  
**Focus on adding adjectives to sentences writing.**  
**Introduce traditional story language.**  
**Independent news writing.**  
**Retelling and writing traditional tales.**  
**Writing recipes for traditional tales.**  
**Wriiting letters like The Jolly Postman**  
**Writing letters from The shoemaker to the elves.**

### Physical Development

Develop ball control —team games—passing, rolling, throwing, etc. for sports day activities  
Continue to develop control of pencil, forming letters using anti-clockwise movements and retracing vertical lines.  
Develop moving in different ways—focusing on different races for sports day. Encourage children to have a 'have a go' attitude, and celebrate children's successes and perseverance. (link to BLP)  
Circle time about healthy and unhealthy foods. Sorting activity with play food and also pictures to cut and stick on a sheet.  
Fine motor skills - Threading, as if we are threading and lacing shoes.  
Juggling balls, stilts, balancing on a tightrope (Narrow beam)  
Make up and perform a new act for the circus on the staged area



### Understanding the World

Visit to Folly farm – What animals did you see? What was your favourite animal? Children and adults to take photos to use back in the classroom.  
Giving each other instructions of how to make the BeeBot travel along the made map.  
Explore forest animals and plants. Which animals live in the forest? What types of trees grow? Use a search engine to find out.  
Explore the local community by walking around the houses, shops, etc.  
Change - Cooking – porridge  
Hot and cold - How can we find out if our porridge is too hot? How can we keep our food hot? Use a paint/drawing program on the IWB for children to draw pictures of the characters from the story. Have a selection of child friendly ICT equipment available for children to record themselves retelling the story. Use the children's interest in the story as a springboard to find out more about shoes. Have a selection of shoes for them to explore. Who would wear these shoes? What kind of materials are they made of? Why would these shoes be made of these kinds of materials? Test some old shoes to see if they are waterproof. Ask the children to predict first then test by pouring water onto the shoes. Does the water run off or is it absorbed? Check by feeling inside the shoe – is it wet or still dry?  
Carry out a survey of family and friends to find out their favourite books from the past. What favourite stories did your parents / grandparents read? Why did they like them? How have stories / books changed over time?

### Expressive Arts and Design

Create collages using natural materials as on Folly farm trip.  
Role play in the vets, acting out familiar scenarios.  
Making maps of the forest to follow a trail  
Making houses  
Make a chair for baby bear from junk materials or straws, lollisticks and card. The children could make their own elf hats! The children could also decorate their hats using a variety of materials. Simple stitching with child friendly needles. Perhaps with a template of a shoe and the children could sew around the edge of it.  
Make clown hats/costumes  
Design tickets and posters for the circus  
Can you make a frame that a trapeze can hang from? Art straws, junk modelling etc  
Circus tent collage  
Observational drawings of the circus tent on the field?  
You could have shoe design templates available in the creative area. Have a selection of collage and other materials e.g. sequins available for the children to decorate them with.