

WAYCROFT ACADEMY—RECEPTION

Medium Term Planning — Term 5

Prime areas—blue
Specific areas—red

Personal, Social and Emotional Development

Taking care of pets
Animals that help humans—final visit of the year from Carol and her guide dog pup.
Explore feelings of animals in stories
Growing up and moving on - exploring what happens to animals and humans as they grow and develop. Discuss ideas/fears /worries
Continue to support children develop their independence
Participate in circle time discussions and listen and respond to other children's contributions.
Being a friend - read the Bad tempered ladybird - Was he a good friend? Why not? What should he have done?

Communication and Language

Extend attention and concentration when listening to stories , and when completing written and number work, also introduce independent weekend news writing,
Extend vocabulary linked to different animal themes—descriptive / technical vocabulary
Use language to recreate roles—linked to stories about animals.
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.
Speaking and listening - describing animals - Who am I? etc.

Physical Development

Develop ball control —team games—passing, rolling, throwing, etc.
Continue to develop control of pencil, forming letters using anticlockwise movements and retracing vertical lines.
Dance - Carnival of the animals - What animal does this music represent? How would this animal move? Etc.
Making animal models using malleable materials.
Exploring how animals move by playing animal games in the outside area.
Using tools to complete DT tasks.



Animals

Mathematics

Explore number through a range of practical problem solving activities—linked to animals.
Explore comparing capacity and ordering 3 containers —water play
Develop number recognition to 20 and write numbers in response to their exploration.
Consolidate counting, sorting and ordering collections linked to animals—footprints, spots and stripe etc.
Explore counting in 2's—Noah's Ark
Use 2D and 3D shapes to create boats, fish, etc— encourage correct use of names during play.
Develop use of language more and fewer.
Explore practical addition and subtraction using stories linked to animals topic.
Number bonds to 10, quick recall.
Ladybird maths - How many different ways can you put 6 spots on a ladybird? Partitioning.
Sheep in pens - How many ways can the farmer put 8 sheep in 2 different pens?
Revise ordinal numbers.
Finding one more and one less - animals in fields
Symmetry - in nature - butterflies
Measuring using standard units - animal enclosures (the zoo keeper's feet!)

Literacy

Continue rhyming strings, silly rhymes about animals
Segmenting and blending CVCC and CCVC words.
Listen to a range of different books, both fiction and non-fictions linked to 'animals',
Animals stories may include:
Creepy Crawly Calypso -- The Crunching, Munching Caterpillar - The Bugliest Bug - The Snail and the Whale - The Very Busy Spider -Superworm - The Bad Tempered Ladybird - What the ladybird heard, etc.
Trip work about Folly farm.
Writing non- fiction book about animals as a whole class then in ability groups.
Writing lists, labels, information sheets, etc. about animals (linked to ICT)
Instructions for looking after a pet
Speaking and listening - describing animals - Who am I? etc.
Role play of stories listened to
Turn outside area into a farm/zoo. Link to making tickets, feeding animals, etc.
Using a flip-cam, can they make an advert to come to our zoo, or Noah's Ark Zoo farm?

Understanding the World

Mini beast hunt - go out into the school grounds and look for mini beasts. Bring them into school and observe them - Observational drawings. Find out what the mini beast is, using non fiction books.
What kind of animals do we find in this country? What kind of animals do find in our school? - Children to guess and then record the animals they see on frequency chart. Children could then find out about the animals that we see and make animal fact sheets to put in the foundation stage play area.
Visits from animals - Try and get people to bring in different animals. Children find out about the animal. Children then use non - fiction books to find out about it.
Paint - favourite animals.
Make simple graphs about favourite animals (2simple2count)
Make a leaflet /fact sheet about an animal (Textease)
Animals and their young - how they change over time- Where are the animals from? Using non-fiction books the children can find out where the different animals come from and stick pictures of them on the world map.
Explore animal habitats

Expressive Arts and Design

Animal habitats - Make a home for your animal. Give children a selection of plastic animals. Choose an animal and make a habitat for it (construction or junk).
Design your own creature - Where does it live? What does it eat? Children to make a model/collage/ painting of their creature and then write about it.
Observational drawings of animals.
Animal artwork - Collages, paintings, print animals (using shapes & making a block to print with), 3D models of animals using junk, clay or salt dough.
Dance - doing the animal bop - Carnival of the animals Repeating patterns using animals - Elmer, the Rainbow fish
Develop a repertoire of songs— animal songs .
Role play in the vets, acting out familiar scenarios.