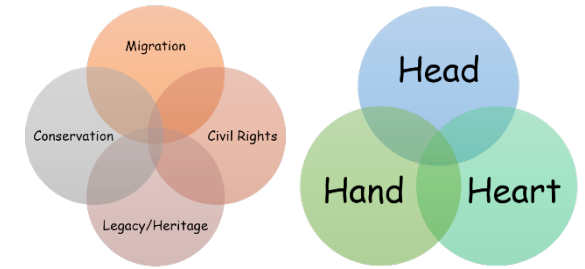


Riversdale Primary School

Medium Term Planning



Year Group	Reception		
Topic	Day & Night / Light & Dark / Hot & Cold		
Vocabulary	morning/afternoon evening/night breakfast/lunch/dinner bedtime/playtime dark/light	stars/moon nocturnal clock/wristwatch/alarm clock/ strap day/week/month/year remember/forget	celebrate Nativity Guy Fawkes Bonfire
Big Questions	Why is the sun important?	Is it everyone's bedtime at night time?	How far can you throw your shadow?

Learning Overview

This half term we will be finding out about all about space, festivals, light and dark, day and night and hot and cold.

We will discuss sources of light- sun, moon, stars.

We will be finding out about Mae Jemison, Neil Armstrong, the first moon landing, space missions to other planets and the Solar system.

We will be programming bee bots to move around 'space maps'

We will be looking at videos of the moon landing.

We will be writing lists for what we would take into space with us and make space passports.

We will send a postcard from space and invite an alien to a party on the moon.

We will make 'moon cakes' and sandwiches for our party on the moon.

We will be making rockets, telescopes and planets using junk modelling.

We will be making shadow puppets and exploring our own shadows.

We will develop an understanding that a shadow is a dark shape that is formed when an object blocks a source of light.

We will be talking about differences between daytime and night-time.

We will be sequencing times of the day.

We will learn about nocturnal animals.

We will be learning about Winter and adaptations of animals to seasonal changes and adapting to their habitats-hibernation & camouflage.

We will be doing science experiments with water-freezing and melting.

We will be making snowflakes out of paper.

We will be learning the difference between information (non-fiction) and a story book (fiction).

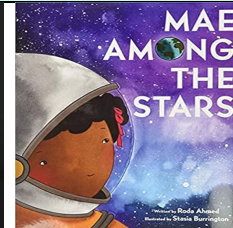
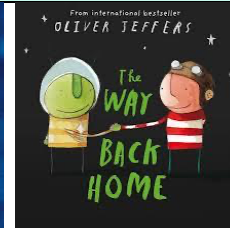
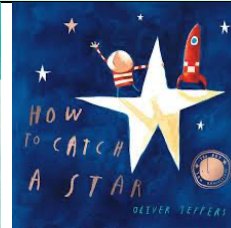
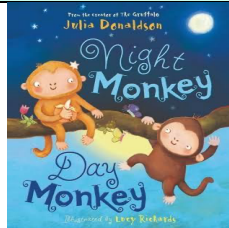
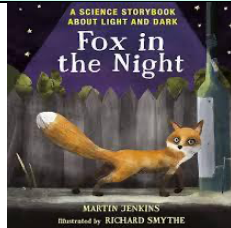
We will learn facts about the North & South Pole and locate them on a globe/world map. (Penguins/Polar Bears/Eskimos/ Santa)

We will learn that everyone is different, and these differences make us individuals, but we all have the same rights such as the right to feel safe, right to an education, the right to relax and play.

We will talk about Remembrance Day and make/paint red Poppies
 We will be learning about Guy Fawkes, and we will make fireworks pictures.
 We will make posters about how to stay safe around fireworks on Bonfire night.
 We will be learning about how Diwali and Christmas are celebrated.
 We will be rehearsing our songs and words for our Nativity Play.
 We will be measuring using cups to make 'moon cakes', Christmas, and Diwali sweets/biscuits.
 We will be making Diya lamps out of clay.
 We will draw Rangoli patterns with chalk in the playground.
 We will be modelling aliens/hedgehogs out of playdough.
 We will be making Christmas cards and Christmas tree decorations.
 We will begin to use our phonics to read and write captions.
 We will write a letter to Santa in our post office role play area.
 We will go on a trip to the Polka theatre.

Quality Stimulus Text(s)

Supporting texts will link closely to the concepts addressed this half term.



Significant People Past & Present

- Mae Jemison
- Neil Armstrong
- Vincent Van Gogh

Subject	Consolidating Learning: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Communication & Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh - multisyllabic words such as a pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well 	<ul style="list-style-type: none"> • Listen in familiar and new situations. • Engage in stories that are familiar and new with interest and enjoyment. • Maintain attention in new situations e.g., whole school assembly in the hall. • Shift attention when required e.g., when given a clear prompt - ‘name’. • Make relevant comments when listening to a story and can answer ‘why’ questions. • Link events in a story to their own experiences. • Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. • Engage in story times. • Engage in non-fiction books. • Follow instructions or a question with 2 parts in familiar situations. Use intonation to make meaning clear to others. • Start a conversation with peers and familiar adults and continue it for many turns. • Use simple conjunctions in talk to link thoughts ‘and’ ‘because’. Retell a simple event e.g., how scratched knee’ Recognise words that rhyme or sound similar E.g., “Cat and hat”. 	<ul style="list-style-type: none"> • We will continue to develop our Communication and Language skills through high quality interactions with adults and peers. • We will engage in conversations with others, building our communication skills to be able to have back and forth dialog with others. • We will learn lots of new vocabulary related to our theme and learn the meaning of new words. • We will talk about winter and use keywords such as snow, ice, hibernation in context. • We will learn lots of nursery rhymes and sing these with our friends, using our voices expressively. • We will maintain focus on a story and talk about the story, retelling key parts and asking/answering questions about the story. • We will say lines and sing songs in our nativity and learn to listen to others when they say their lines. • We will respectfully listen to others during circle times. • We will develop our skills to be able to follow two step instructions and our class routine. • We will enjoy chatting away to our friends during 	<ul style="list-style-type: none"> • Listening to one another and sharing ideas.

	<p>as actions. • Start a conversation with an adult or a friend and continue it for many turns.</p> <ul style="list-style-type: none"> • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<ul style="list-style-type: none"> • Develop social phrases – “Good morning, how are you?” 	<p>continuous provision and talk about key events coming up such as Christmas.</p> <ul style="list-style-type: none"> • We will develop our social skills by re-enacting role play scenarios from stories we have read. 	
<p>Mathematics</p>	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. 	<ul style="list-style-type: none"> • Understand zero as an empty set. • Count to 10 forwards and backwards and write the numbers from 1 to 10. • Understand ordinal numbers and be able to name positions, e.g. first, second, third, etc. • Represent numbers on a five and ten frame. • Match number names to numerals and to representations on ten frames up to 10. • Find number bonds for numbers up to 10 • Copy, continue and create AAB, ABC and AABC patterns. • Measure end-to-end length, compare lengths and use non-standard units of measurement. • Use the language ‘empty’, ‘full’ and ‘half full’ to describe how much is in a container. Measure the capacity of containers. • Compose 2D shapes using tangrams and pattern blocks. • Recognise 3D shapes and to build with 3D shapes. 	<ul style="list-style-type: none"> • We will develop our number knowledge in many ways using the Maths No Problem scheme and NCETM Mastery Number to support us. • We will count every single day, developing our fluency as we count forwards and backwards to 20. • We will become subitising superstars, recognising quantities to 5 without counting. We will look at different ways to make 10 using resources such as numicon, number beads, part whole models and rekenreks to help us. • We will explore the composition of numbers to 10, looking at different ways to make numbers ie 3 is made from 2 and 1, and, 1 and 1 and 1 and, 3 and 0. • We will continue to explore repeated AB and ABB patterns and have a go at making repeated patterns ourselves using a range of exciting objects. • We will continue to develop our spatial reasoning with items such as jigsaws and numicon. We will continue to 	

	<ul style="list-style-type: none"> • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 		<p>explore 2D and 3D shapes, looking at the similarities and differences between similar 2D and 3D shapes- e.g. presents wrapped in the role play post office</p> <ul style="list-style-type: none"> • We will Look at the sizes and weights of different presents and lengths of ribbons etc. in the post office role play area. 	
<p>PSED</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more 	<ul style="list-style-type: none"> • Express feelings. • Can show concern for others and show awareness of how their actions may impact on others. • Talk with others to solve conflicts. Beginning to express their feelings and 	<ul style="list-style-type: none"> • We will develop our confidence as we perform our nativity play in front of a live audience. • We will begin to regulate our emotions and start to develop an understanding of how others may be feeling as we get to know and 	<ul style="list-style-type: none"> • Show that mistakes are an important part of learning and doing thing again is not about failure, but about learning

	<p>outgoing with unfamiliar people, in the safe context of their setting.</p> <ul style="list-style-type: none"> • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 	<p>consider the perspectives of others. Manage behaviour</p> <ul style="list-style-type: none"> • Begin to take turns and share resources. • Can usually tolerate delay when needs are not immediately met. Self-awareness • Can talk about what they are doing and why. • Independence • Can independently choose areas they would like to play in or resources they would like to use. • Can say when they help. With some support, can get dressed and undressed for swimming. • Can follow instructions with 2 parts. Collaboration • Begin to share and take turns. • Social skills: • Continue to build constructive and respectful relationships. • Seek familiar adults and peers to engage in conversations and ask for help. 	<p>understand our friends better.</p> <ul style="list-style-type: none"> • We will continue developing our super friendships and engage in lots of circle times where we can talk about our feelings with each other. • We will develop our confidence each and every day as we engage in conversations with others and take on roles and responsibilities in our classroom. • We will continue to grow in confidence as we try new activities and talk about our likes/dislikes and why. • We will engage in weekly 'My Happy Mind' Lessons that get us thinking about right and wrong and feelings and emotions. 	
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<p>Physical Development</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> • Fine Motor Skills • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. • Gross Motor Skills • Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines. • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. 	<ul style="list-style-type: none"> • We will continue to develop our physical skills each and every day through a range of activities. • We will engage in daily fine motor skills activities such as scissor cutting, tweezers, threading, drawing, colouring, painting, writing and many more exciting challenges! • We will develop our spatial awareness and gross motor skills outside in our Reception Class playground. • We will learn why we need exercise and why we need to stay hydrated and how to stay healthy. • We will continue building our independence skills with dressing/undressing. • We will safely use large scale outdoor items such as logs and den building equipment to create a cave to hibernate in. • We will discuss what movements represent winter and play musical statues (Freeze). 	<ul style="list-style-type: none"> • Work collaboratively and share ideas
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	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.. 			
<p>Literacy</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purpose - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list</p>	<ul style="list-style-type: none"> • Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from a book or role-play. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme. • Emergent writing: Copies adult writing behaviour (e.g., writing on a whiteboard, writing messages). 	<ul style="list-style-type: none"> • We will engage in daily phonics lessons using the scheme Little Wandle Letters and Sounds to develop our reading skills. • We will continue to be encouraged to read at least four times a week at home and read our books at school throughout the week. • We will listen to several exciting fiction and non-fiction books throughout the half term and engage in stories that link to our theme. • We will continue writing our names every day and developing a secure and comfortable pencil grip. • We will continue developing our caption writing and write a special letter to Santa. • We will explore lots of fiction and non-fiction stories relating to our theme. 	

	<p>that starts at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> • Write some or all of their names. • Write some letters accurately. 	<ul style="list-style-type: none"> • Makes marks and drawings using increasing control. • Knows there is a sound/symbol relationship. • Use some recognisable letters and own symbols. • Write letters and strings, sometimes in clusters like words. • Orally compose a phrase or sentence and hold it in memory before attempting to write it. • Orally spell VC and CVC words by identifying the sounds. • Write own name. • Form letters from their name correctly. Start to recognise that after a word there is a space. 		
<p>Understanding the world</p>	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. 	<ul style="list-style-type: none"> • Understand that some festivals and celebrations are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise similarities and differences between experiences and celebrations. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them and look at seasonal changes. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are 	<ul style="list-style-type: none"> • We will celebrate the world we live in and discuss how we can help to be a good citizen and look after the world and the people in it. • We will celebrate different cultures and learn about their celebrations and festivals. • We will talk about being safe on bonfire night and make a poster. • We will read books and find out about different cultures and find out why Diwali is called the 'Festival of Lights'. • We will be doing science experiments related to freezing and melting. • We will explore the natural world around us, making daily observations on the weather and seasons. 	

	<ul style="list-style-type: none"> Shows care and concern for living things and the environment. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	<p>different to the one in which they live.</p> <ul style="list-style-type: none"> Understand other countries have different climates (polar regions) 	<ul style="list-style-type: none"> When exploring the season of winter, we will learn how different environments are suitable for animals such as polar bears to live, looking closely at environmental features. We will explore other countries, understanding how they are similar and different to the country where we live. In our continuous provision we will enjoy using iPads, taking photographs of our learning and exploring educational apps. We will go online and use Espresso to find out facts about Bonfire Night and Remembrance Day We will become familiar with programming and explore programming directions for the Beebots. 	
<p>Expressive Art & Design</p>	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. 	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. Listens to music and talks about music, dance and performing arts. Daily access to construction/small world areas both indoors and outdoors. Use designing skills – in the construction area. Develop storylines in their independent play – within different areas of the classroom (role play, construction, small world). 	<ul style="list-style-type: none"> We will engage in weekly music lessons with the scheme Kapow. In music lessons we will learn lots of songs and rhymes and enjoy performing these to each other. We will practise and perform our nativity play on stage. For this, we will act, sing and dance, confidently performing in front of an audience. Every single day we will use our amazing imaginations to create and construct art masterpieces. We will have a great time engaging in role play 	<ul style="list-style-type: none"> Create collaboratively sharing ideas, resources, and skills.

	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<p>scenarios, inspired by the stories we have read.</p> <ul style="list-style-type: none"> • In DT we will plan our designs before creating them. • We will make Christmas cards and a calendar. • We will explore the artwork "Starry Night" by Vincent Van Gogh and create our own version. • We will make firework pictures using paint • We will make Rangoli patterns using chalk. • We will make edible fireworks using bread-sticks/chocolate/sprinkles. • We will make Diya lamps using clay. • We will Make poppies/snowflakes out of paper. • We will discuss what colours represent winter. 	
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