

# Foundation Stage Reception - Medium Term Plan

## Spring Term 2021 Topic - Changes (leads to 'Plants & Flowers')

### Entry/Exit point: Catwalk Fashion Show

Reception learning intentions are taken from POD 30-50mths/40-60mths

Area of Learning	Week 1 Sing along with me!	Week 2 Let's investigate!	Week 3 Chick, chick, chick, chick, chicken!	Week 4 Incredible Buildings!	Week 5 Let's go under, over and through it!	Week 6 Fabulous Fashion Show!
<b>PSED</b>	Take turns and sharing harmoniously. Maintain attention and concentration. Be sensitive to the need, views and feelings of others.	Show a developing respect for own culture and beliefs and those of other people (Guess who?...display of baby/toddler/now photos).	Understands what is right and wrong and why?	To maintain attention and concentration during a topic talk by a visitor (builder/carpenter/care taker)	Persist for extended periods of time at an activity of their choosing. Make own choices.	Maintain attention and concentration.  Show a developing respect for own culture and beliefs and those of other people.
<b>Global Citizenship (Oxfam)</b>	<b>Self awareness and reflection</b> • recognise, name and deal with feelings in a positive way • notice some effects of own actions on others • identify how people are feeling (e.g. happy, sad, worried)	<b>Communication</b> • listen to others • take turns to express a view	<b>Cooperation and conflict resolution</b> • participate in group activities • take turns and share • manage disputes peacefully			
<b>CL &amp; L Includes R&amp;W RWI phonics</b>	Recalling events. Encourage use of 'curiosity cube' and review expectations. Introduce TFW with Little Red Hen- extend vocabulary exploring the meanings and sounds of new words. Use language to imagine and recreate roles and experiences <i>Link RWI words and captions to all areas</i>	Read traditional stories such as the 3 Little Pigs and change the endings. Use pictorial sequencing of beginning and middle and children to change the ending.	Non-fiction books - linked to nocturnal animals - changes between daytime and night time activities.	Introduce TFW with Hungry Caterpillar - extend vocabulary exploring the meanings and sounds of new words. Use language to imagine and recreate roles and experiences	Rosie's Walk by Pat Hutchins - Label a map for a walk using positional language. Use language to imagine and recreate roles and experiences	Express themselves effectively & show awareness of listener's needs.  Lists, labels, captions simple sentences. Posters for topic, personal interests.

	<i>of learning within continuous provision (CP).</i>					
<b>Maths</b>  Includes daily maths meetings	Shapes and pattern Use mathematical ideas and methods to solve practical problems (design a house) Use developing mathematical ideas to solve practical problems.	Recognize nos to 10 & beyond to 20+. Write numerals correctly. In SSM use mathematical ideas to solve problems ie 'how to change a square into a triangle?' and 'how can I use the water in this jug to fill these 3 jugs?' etc.	Develop positional language i.e. under, over, through (link to stories). Use everyday words to describe position. Use Rosie's Walk, We're Going on a Bear Hunt.	Develop mathematical ideas and language exploring capacity and measuring of sand and water and construction of building site, eg 'You have 30 bricks (2 colours) how will you build your house?'	Use vocabulary involved in adding and subtracting Daily maths meeting	Use mathematical ideas and methods to solve practical problems.
<b>UW</b>	Introduce construction/build centre in role play. How we change... Find out about past and present events in own life (chn to bring in baby photos, toddler photos and present day photos)	Changes in materials... <ul style="list-style-type: none"> <li>• Water to Ice</li> <li>• Egg whites and sugar to make meringues</li> <li>• Make jelly</li> <li>• Growing beans</li> </ul>	Eggs & incubator, chicks. New life. Use of programmable toys, link to use of positional language, animal environments.	Builds and constructs (build a Baddy Den!!) using a wide range of objects, selecting appropriate resources and tools.	Observe, find out about and identify features in the place they live. Chicks! Celebrate Easter - links to new life.	Selecting appropriate resources and tools. Give explanations.
<b>PD Leap Into Life &amp; Real P.E.</b>	Develop fine motor skills. 'Writedance' for target group. Dressing and undressing independently (fashion show!)	Making different body shapes. Follow new programme.	Recognise the importance of keeping healthy and the changes that happen to your body when active.	Handles tools, objects and malleable materials safely and with basic control.	Use a range of small and large equipment.	
<b>EAD &amp; Music Express</b>	Reinforce expectations when using the musical instruments. Recognise and explore how sounds can be changed.	Changes to materials - e.g. construction play, develop block play. Create own construction model reference book.	Re-purposing - junk modelling.	Representations of objects and events. Expresses and communicates ideas using a range of materials and suitable tools.	Observational drawings. - chicks!	Expresses and communicates ideas using a range of materials and suitable tools.