



Reception Medium Term Plan Spring 2 2020 – Amazing Animals



Area of Learning	Possible Activities
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none">• To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.• To play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children.• To talk about their behaviour and its consequences• To understand that their own actions can affect other people• To talk about how they and others show feelings• To ask for help if needed• To take steps to resolve conflicts with other children e.g. finding a compromise.	<ul style="list-style-type: none">• PATHS lessons – introducing different feelings• Star of the week• Playing games that involve taking turns• Small group games – focus on taking turns
<p>Communication and Language</p> <ul style="list-style-type: none">• To maintain attention and sit quietly during appropriate activities.• To listen to others, one to one and in small groups.• To use vocabulary focused on objects and people that are of particular importance to them.• To build up vocabulary to reflect the breadth of their experiences.• To stick to a theme when talking• To use connectives to link ideas – and, because• To use language to imagine and recreate roles and experiences in play situations.	<ul style="list-style-type: none">• Listening to stories and answering questions• Small world play areas• Role play areas• Vocabulary wall – habitat, camouflage, wild animals, domestic animals
<p>Physical Development</p> <ul style="list-style-type: none">• To use one handed tools and equipment.• To handle tools, objects, construction and malleable materials safely and with increasing control.• To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.• To transport and store equipment safely• To show understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	<ul style="list-style-type: none">• Dough disco to develop fine motor control. Funky fingers activities.• Outdoors – climbing mound, bikes, large construction to develop large movements. Digging in the mud and sand• Cutting activities• Letter formation activities• Weekly PE session• Discuss healthy food choices• Importance of sleep

<p>Literacy</p> <ul style="list-style-type: none"> • To listen and join in with stories, one to one and in small groups. • To hear and say initial sound in words • To segment the sounds in simple words and blend them together. • To begin to read words and simple sentences. • To know that information can be retrieved from books and computers. • To use identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • To write own name, and other things such as labels, captions. • To begin to break the flow of speech into words. • To write short sentences in meaningful contexts. • To leave spaces between my words. • To start my writing with a capital letter. • To use full stops at the end of my writing. • To write common irregular words correctly. 	<ul style="list-style-type: none"> • Sharing stories, 1:1 and in small groups • Daily phonics (RWI) • Rap to read sessions – red words • Sentence openers Look at the This is my • Labelling animals • Writing facts about animals • Drawing story maps • Retelling familiar stories using pictures / puppets • Share and discuss features of non-fiction texts about animals • Writing their own story - Dear Zoo
<p>Mathematics</p> <ul style="list-style-type: none"> • To read, write and order numbers to at least 20. • To count in 1's, 2's and 10's • To record, using marks that they can interpret and explain. • To add and subtract using objects and by counting on or back. • To use language involved in adding and subtracting. • To solve problems. • To use vocabulary related to length / height. • To solve problems involving length / height. • To recognise coins. • To use everyday language related to money. • To make amounts using money. 	<ul style="list-style-type: none"> • Counting forwards to at least 50 • Counting in 2's and 10's • Number flashcards – ordering, recognition • Numicon • Counting accurately, matching amount to numeral • Measuring how tall they are. Compare to different animals • Finding different ways to colour in Jack's beans • Role play shop – using money • Visit to the local shop - spending 10p • Making amounts using pennies
<p>Understanding the World</p> <ul style="list-style-type: none"> • To remember and talk about significant events in their own experience. • To develop an understanding of growth, decay and changes over time. • To talk about some of the things that they have observed such as plants, animals, natural and found objects. • To look closely at similarities, differences, patterns and change. • To know that information can be retrieved from computers. • To recognise different technology used in the home and at school. 	<ul style="list-style-type: none"> • Using an interactive whiteboard / PC • Use of iPad with guided access • Spring walk – signs of spring • Using internet to find out facts about animals (adult guided) • Technology walk in the school – chn to take photos of different types of technology • Taking a picture with the camera (on ipad) • Sorting animals into groups e.g. farm / zoo • Matching animals and their young <p>RE – What is special about our world?</p>

Expressive Arts and Design

- To engage in imaginative role play based on their own first hand experiences.
- To explore the different sounds of instruments.
- To experiment to create different textures.
- To construct with a purpose in mind, using a variety of resources.
- To select tools and techniques needed to shape, assemble and join materials they are using.
- To create simple representations of events, people and objects.
- To introduce a storyline or narrative into their play.
- To choose particular colours to use for a purpose.

- Junk modelling
- Music area – exploring ways to make sounds
- Weekly Music - learning to play instruments, learning new songs
- Easter crafts
- Paintings for Mother’s day
- Make own animal print patterns using a range of media
- Role play (Vets, Pet shop, house)

Enrichment

24th February - dress as an animal day
 5th March – World Book Day
 9th March - Sports Relief week
 20th March - Mother’s Day Afternoon
 1st / 2nd April – Easter Activities

Possible trip to Twycross Zoo or company to bring animals into school - date to be confirmed
 Chn to visit the local shop

Key Vocabulary

Domestic animals
 Wild animals
 Habitat
 Camouflage

Animals and their young
 Pig-piglet
 Cow-calf
 Sheep-lamb
 Horse-foal
 Rabbit-kit
 Elephant-calf
 Lion-cub
 Monkey-infant

Key Skills / Knowledge

- I can name some animals that live on a farm
- I can name some animals that live in a zoo
- I can name some animals and their babies
- I know what animals need to live
- I can sort animals into different groups and explain why