

Reception Medium Term Plan – Weekly Overview

Topic: Growing (plants, life-cycles)

Term: Spring 2

Week and Focus	Personal, social and emotional -self-confidence and self-awareness -Managing feelings and behaviour - Making relationships	Communication and Language -Listening and attention -understanding - speaking	Physical D -Moving and handling - Health and self-care	Literacy -Reading -Writing	Mathematics -Number -Shape, space and measure	Understanding the world -People and communities - The world - Technology	Expressive arts and design -Exploring and using media and materials - Being imaginative	Outdoor Provision	WOW
Week 1 Planting	Understanding and talking about taking care of plants, animals and people.	To understand and to then explain the process of planting seeds	Gardening Scissor skills	The Tiny Seed Making seed packets	Growing 6,7,8 Matching and combining 2 groups.	Understanding what plants needs to grow and that they grow from seeds	Cress heads (cutting hair)	Gardening Treasure hunt - matching items	Cress head Plant the bean
Week 2 Plant growth	Making a home for our caterpillars, welcoming them, learning how to look after them	Making predictions about what will happen to the caterpillars	Gardening Tweezers (pick up caterpillar game)	The Life Cycle of a Flower Labelling flowers	Height, Length, Time	Life cycle of a flower Taking photos of flowers outside	Make a model flower	Gardening Measuring flowers height	Caterpillars arrive
Week 3 Life cycle of butterfly	Talking about the needs of our caterpillars	Taste and talk about the foods in the hungry caterpillar.	Gardening Threading (thread a butterfly)	Hungry Caterpillar Writing lists of what the caterpillar ate	3D shapes Pattern	Life cycle of a butterfly	Make a giant class butterfly Make a giant caterpillar.	Gardening Making patterns using natural objects.	Caterpillars cocoon
Week 4 Parts of a plant	To understand and discuss why we are releasing the butterflies Talking about changes and friendships	Understand and explain the life cycle of a caterpillar.	Gardening Peg boards - making patterns	Tadpoles Promise Writing about friends and feelings	Composition 6,7,8 1 more or less	Caring for butterflies - what do they eat	Symmetry butterflies.	Gardening Painting easels	Butterflies
Week 5 Frog life-cycle	Discussing the emotions of the characters in the story. Talking about Jack's behaviour.	Story talk Discussing the life cycle of a frog	Gardening Playdough Making life cycles	Jack and the Beanstalk Captions and labels	Matching and Sorting	Life cycle of a frog	Make a beanstalk Make a playdough life cycle	Gardening Making natural 'venn diagrams'	Frog spawn

<p>Literacy Have some favourite stories, rhymes, songs Distinguish between marks made Beginning to be aware of the way stories are structured Suggest how the story might end Describes main story events, settings and characters Looks at books independently Listens to stories with increasing attention and recall Give meanings to marks they make Link sounds to letters, naming and sound letters of the alphabet Attempts to write short sentences meaningful contexts Writes own name and other things such as labels and captions Enjoys an increasing range of books Children read and understand simple sentences</p>	<p>Mathematics Selects a small number of objects from a group Begin to use the language of size Uses some language of quantities—more/a lot Compares two groups of objects saying when they have the same Realises anything can be counted Begins to represent numbers using fingers Shows interest in representing numbers and solving number problems Counts objects to 10 and begin to count beyond 10 Counts out up to 6 objects from a larger group Counts an irregular arrangement of and finds 1 more/less to 10 objects Records using marks they can interpret/explain Orders 2 items by weight/capacity Begins to identify own mathematical problems based on interests</p>
<p>Personal, Social and Emotional Development Separates from main carer with support Seeks comfort from familiar adults Show understanding and cooperate with some boundaries and routines Can inhibit own actions or behaviours Interested in others play and starts to join in Can select and use resources with help Aware of own feelings, and knows that some actions or words can hurt others feelings Can play a group, extending and elaborating play ideas Shows confidence in asking adults for help Take turns and share resources Confident to speak to others about own wants, needs interest and opinions Begin to negotiate and solve problems without aggression Work as part of a group or class and understand and follow the rules</p>	<p>Communication and Language Listens with interest to the noises adults make when they read stories Understands who/what/where questions Develop understanding of simple concepts Uses simple sentences Joins in repeated refrains and anticipates key events and phrases in stories Listens to stories with increased attention and recall Shows understanding of prepositions Respond to simple instructions Can retell simple past event in correct order Uses talk to connect ideas, explain what is happening, and anticipate what might happen next Questions why things happen and give explanations Responds to instruction involving a two-part sequence Uses talk to organise, sequence and clarify thinking, ideas feelings events Uses language to imagine and recreate roles and experiences in play situations Children can listen attentively in a range of situations Children follow instructions involving several ideas or actions</p>
<p>Physical Development Runs safely on whole foot Begins to use three fingers to hold writing tools Imitates drawing simple shapes Can usually manage washing and drying hands Uses one handed tools and equipment Draws lines and circles using gross motor movements Moves freely and with pleasure and confidence in a range of ways Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Draws lines and circles using gross motor movements Observes the effect of activities on their bodies Shows some understanding of how good practises with regards to exercise, hygiene and eating can contribute to good health Practises some appropriate safety measures without direct supervision</p>	<p>Expressive Arts & Design Joins singing favourite songs Experiments with blocks, colours and marks Begin to use representation to communicate Begin to make believe by pretending Sings a few familiar songs Realises tools can be used for a purpose Begin to be interested and describe the texture of things Uses various construction materials Engages in imaginative role play based on own first-hand experience Experiments to create different textures Manipulates materials to achieve a planned effect Understand that different media can be combined to create new effects</p>

<p>Travels with confidence and skill around under over and through balancing and climbing equipment</p> <p>Shows increasing control over an object when throwing, catching, pushing, patting, kicking</p> <p>Practices some appropriate safety measures without direct supervision</p>	<p>Constructs with a purpose mind using a variety of resources</p> <p>Introduce a storyline or narrative into play</p> <p>Safely use a variety of tools and techniques experimenting with colour, design, texture, form and function</p>
<p>Understanding the world</p> <p>Enjoys playing with small world models</p> <p>Seeks to acquire basic skills in turning on and operating ICT equipment</p> <p>In pretend play imitates everyday actions and events</p> <p>Can talk about things they have observed</p> <p>Talk about why things happen and how things work</p> <p>Develop an understanding of change</p> <p>Knows how to operate simple equipment</p> <p>Looks closely at similarities, differences, patterns and change</p> <p>Understand basic scientific concepts such as floating and sinking</p>	