

## Reception Medium term plan

### Where in the World do Animals live?

	Wk 1 3.11.25	Wk 2 10.11.25	Wk 3 17.11.25	Wk 4 24.11.25	Wk 5 1.12.25	Wk 6 8.12.25	Wk 7 15.12.25
Planning around quality text.	   						
Additional texts / online resources linked with theme and calendar or events.	        						
Links to previous learning.	<ul style="list-style-type: none"> <li>Developing emotional literacy through Zones of Reg and Think Equal programme</li> <li>What Makes Me Happy, Healthy?</li> <li>Polar regions</li> <li>Global Goals and living in a more sustainable way</li> <li>Respect and knowledge of world religions</li> <li>Appreciation of the seasons and comparisons with other parts of the world</li> <li>Pro-social behaviour and interactions through role play and other shared learning opportunities.</li> </ul>						
Enrichment, trips							

and visitors.	
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Literacy</b>	<p>Share Polar Bear, Polar Bear. Hook with animal noises on talking tins and speech bubbles.</p> <p>Introduce the children to the concept of story mapping. Children create their own story map by drawing pictures and writing labels to represent the story of the story.</p> <p><b>Hear initial sounds in words, attempt to accurately form letters that correspond with the sounds that they hear.</b></p>	<p>Continue to explore Polar Bear, Polar Bear. Use drama and oracy skills such as hot seating to pose questions to the Zoo Keeper- what else did you hear? Children use their imagination to think of another animal and sound e.g. 'I can hear a cow mooing in my ear.' Use oracy skills to rehearse a sentence, count the words, clap the sentence and attempt to write.</p> <p><b>Hear initial sounds in words, attempt to accurately form letters that correspond with the sounds that they hear. Attempt to write a sentence and check that it makes sense.</b></p>	<p>Introducing the story The Moose Belongs to Me. Introduce the children to the concept of innovating a story- we have story mapped previous stories and now we will adapt this story.</p> <p>Children will be encouraged to think of a new rule for a pet. For example, 'No running.'</p> <p><b>Spell words by identifying the sounds and then writing the sound with letter/s.</b></p>	<p>Continue with The Moose Belongs to Me. Use the book to create a guide on how to look after an animal for an animal, for example, 'feed it, let it sleep,</p> <p><b>Spell words by identifying the sounds and then writing the sound with letter/s.</b></p>	<p>Introduce the children to the folk story Anansi the Spider.</p> <p>Oral storytelling tradition Exploration of animals as characters in African folklore</p> <p>There will be a rhyming focus this week.</p>	<p>I Introduce the text Stick Man story. Draw and label stickman What could Stick Man be used for?</p> <p>Write celebration cards/new year cards to share with families.</p> <p><b>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</b></p>	
<b>Maths</b>	<ul style="list-style-type: none"> <li>•Count up to six objects.</li> <li>•One more or one fewer</li> <li>•Order numbers 1 – 6</li> <li>•Conservation of numbers within six</li> </ul>	<ul style="list-style-type: none"> <li>•Count up to six objects.</li> <li>•One more or one fewer</li> <li>•Order numbers 1 – 6</li> <li>•Conservation of numbers within six</li> </ul>	<ul style="list-style-type: none"> <li>•Explore zero</li> <li>•Explore addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>•Estimate, order compare, discuss and explore capacity, weight and lengths</li> </ul>	<ul style="list-style-type: none"> <li>•Estimate, order compare, discuss and explore capacity, weight and lengths</li> </ul>	<ul style="list-style-type: none"> <li>•Describe, and sort 3- D shapes</li> <li>•Describe position accurately</li> </ul>	<ul style="list-style-type: none"> <li>•Describe, and sort 3- D shapes</li> <li>•Describe position accurately</li> </ul>
<b>PSED</b>	<p>Think Equal programme</p> <p>Revisit headline themes and use of Zones of Regulation</p>	<p>Think Equal programme</p> <p>Keeping safe - fireworks</p>	<p>Anti-bullying Week</p> <p>Think Equal programme</p> <p>Theme of 'ownership' from the Moose belongs to Me</p>	<p>Think Equal programme</p>	<p>Think Equal programme</p> <p>Explore the idea of 'Anasi the trickster' - What is trickery? What is wrong with trickery ?</p>	<p>Think Equal programme</p> <p>Why do we celebrate?</p>	<p>Why do we celebrate?</p>
<b>PD</b>	<p>Gross Motor PE skills -</p>						



RE/celebrations	<p>Bonfire Night</p> <p>Keeping safe -BBC- <a href="https://www.bbc.co.uk">https://www.bbc.co.uk</a></p> <p>Bonfire Night Safety/Firework Safety for kids <a href="https://www.youtube.com/watch?app=desktop&amp;v=1bELqYDYOsQ">https://www.youtube.com/watch?app=desktop&amp;v=1bELqYDYOsQ</a></p> <p>Remember, remember, the fifth of November chant</p> <p>Drop the tea bag-paints (firework pictures) Chunky Chalks outdoor area</p>	<p>Remembrance Day</p> <p>What is it and why is it important? BBC-<a href="https://www.bbc.co.uk/newsround/15492752">https://www.bbc.co.uk/newsround/15492752</a></p> <p>Creating Poppy themed wreaths for classroom doors</p> <p>Anti-bullying week</p> <p>PSHE team themed assembly</p> <p>Topsy and Tim help a friend story online Topsy and Tim Help ...</p> <p>Recognising and celebrating difference</p>	Nativity rehearsals		Christmas	Christmas	
					Nativity Performances	Understand that some places are special to members of the community.	
						Discuss places of worship - link to Christianity Discuss the holy book	
EAD	<p>Music - pulse vs beat - make 'rhythm names' for the zookeeper's animals</p>	<p>Natural colours and textures of Autumn</p> <p>Eric Carle Inspired art collage</p> <p>Choose pieces of music or styles that reflect the different animals in the story of 'Polar Bear, Polar Bear'</p>	<p>Ostinato repeated pattern and musical texture</p>	<p>Make a song and music playlist that might be in Wilfred's playlist</p>	<p>Nativity performances</p> <p>African folk art</p> <p>Djembe drumming / hand and body percussion</p>	<p>D&amp;T- design and label a Stickman</p> <p>Christmas/celebration cards</p> <p>D&amp;T project- make a Christmas hat.</p>	
Phonics	<p>Ck, e u r</p> <p>HRS words: to, go and into.</p>	<p>Ss and review</p> <p>HRS word: pull</p>	<p>H b f/ff/ l/l</p> <p>HRS words: as, his</p>	<p>J, v, w, x</p> <p>HRS words: he, she, buses,</p>	<p>Y, z/zz qu, ch,</p> <p>HRS words: we, me, be,</p>	<p>Sh, th, ng, nk</p> <p>HRS word: push,</p>	<p>Ai, ee, igh, oa</p> <p>HRS words: was, her,</p>
Essential Letter and Sounds Phonics Programme							

**Indoor role-play**

Pumpkin Kitchen   Dressing Room   Home Corner   Costumes for occupations   Telephone Box   Shop

**Outdoor role-play**

Story shed / costumes   Allotment 'mud kitchen shop'   Beach   Ice-cream shop   Construction site