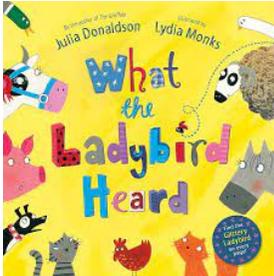
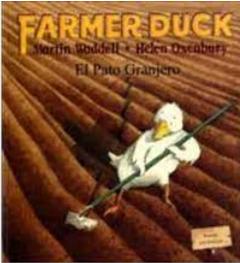
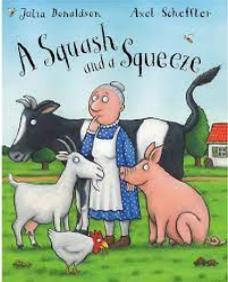
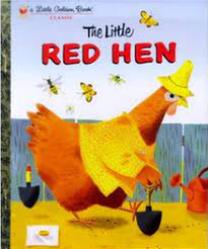
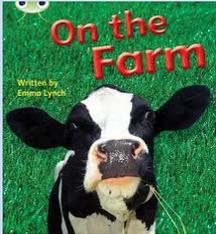
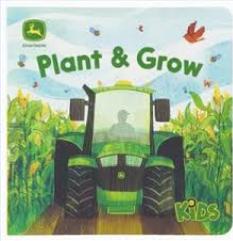
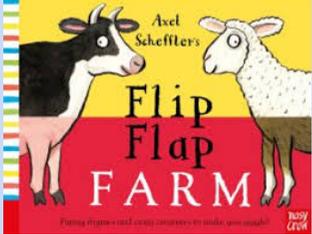




## Reception Medium term plan What happens on the farm?

Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Wk 1 -	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<b>Texts</b>						
<b>Additional Texts</b>						
<b>Links to previous learning.</b>	<ul style="list-style-type: none"> <li>• Links to 'What makes me happy and healthy?' topic.</li> <li>• Links to prior learning about history and how farming has changed.</li> <li>• Opportunities to consider new learning, how has shopping/farming changed.</li> </ul>					
<b>Enhancements, trips and visits</b>	<ul style="list-style-type: none"> <li>• Farm visit</li> <li>• Planting</li> <li>• World Book Day 5th March</li> </ul>					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Literacy</b>	<p>Introduce children to our new text 'What the Ladybird Heard.' The children will encounter a crime scene and need to consider what has happened. The children will use actions to support them to retell the story and will create story maps.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>We will continue to use the story What the Ladybird Heard to explore themes of rehabilitation.</p> <p>We will describe Lanky Len and Hefty Hugh and use drama techniques such as hot seating to ask them questions.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>We will continue to explore the text What the Ladybird Heard. This week, there will be an oracy and drama focus. We will act out scenes from the story and adapt the story to reflect the changes that Lanky Len and Hefty Hugh could make.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Introduce the children to the new text Farmer Duck. Hook- mess in the classroom and asking other adult to tidy. Delve into how that made them feel. Read Farmer Duck.</p> <p>Through the story of Farmer Duck, explore the character traits of Duck and Farmer and how Duck's mood changes throughout the story. Sequence the story through oral rehearsal and actions.</p> <p>Explore some of the jobs the animals did. What did 'Quack' really mean when Duck was asked to do so many jobs? Create a piece of writing to reflect the real translation of 'Quack'.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Introduce the children to Squash and a Squeeze</p> <p>Through 'A Squash and a Squeeze',</p> <p>Explore why the little old lady listened to the wise man's advice. Use the physical characteristics of different animals to give clues / identify, write and draw. Collect rhyming words / link and compare them with Ladybird Heard</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>After our trip to the farm, the children will write a recount of their time at the farm- what was their favourite part? The children will write a sentence e.g I held a chick. I went on a tractor.'</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>
<b>Maths</b>	<p>Mastering Number unit 10 Grouping and Sharing</p> <p>To practise counting in equal groups and adding them together. To explore counting in groups to find a total. To explore grouping objects in tens to find a total. To explore counting in groups of five. To explore sharing objects into equal groups. To explore sharing quantities into equal groups. To recognise the connection between sharing and grouping and solve practical problems.</p>		<p>Mastering Number Unit 11 Number Patterns within 15</p> <p>To be able to count up to 15 objects and place them in order. To know what is one more than a number within 15. To know what is one fewer than a number within 15. To apply knowledge of one more and one fewer. To use the 'guess and check' strategy for</p>		<p>Mastering Number Unit 12 Doubling and Halving</p> <p>To explore the concept of doubles. To explore the concept of half. To explore the relationship between double and half.</p>	<p>Mastering Number Unit 13 Shape and Pattern</p> <p>To be able to sort 2-D shapes on the basis of one and two criteria. To use 2-D shapes to recognise, continue and create patterns. To be able to describe and sort 3-D shapes on the basis of one and two criteria. To</p>

			problem solving.To be able to order numbers within 15.To explore numbers within 15.			recognise, complete and create patterns using 3-D shapes.To develop their reasoning skills using the known properties about shape.
<b>PSED</b>	Think Equal programme  Consider being a good friend. Was the ladybird a good friend? If so, why?	Think Equal Programme  How could we rehabilitate Helft Hugh and Lanky Len, from the story?  International Women's Day	Think Equal Programme  Continue to consider the rehabilitation of Lanky Len and Hefty Hugh.	Think Equal Programme  Explore themes of fairness and equality.	Think Equal Programme  Mother's Day- Sunday 30th March	Think Equal Programme
<b>PD</b>	Children work together to create obstacle courses in the outdoor areas. Develop gross and fine motor precision through willow dome-making and basket weaving Make circuits in 'big outdoors' make the tricycle track more challenging Make short sequences that can be repeated over climbing apparatus					
<b>C&amp;L</b>	Use vocabulary related to preposition language in a variety of contexts. Use language related to animal names in the farm context.		Use vocabulary related to weight and capacity.  'Why' and 'How' questions		Consolidate learning from this half term, use and apply new vocabulary in context.	
<b>UW</b>	Use Google Earth to explore maps and support children with perspective of maps and where places in their locality are in relation to others. For example, the library to school, their home to school.  Explore the names of adult and young animals.		British Science Week - Theme is 'change and adaptation'. For this the children will be planting beans.  Using real vegetables, children will explore where different vegetables are grown. This will also be linked to British Science Week and looking at changes over time.	Explore how farms have changed through time. Begin to explore the concept of <b>trade</b> .	Consolidate learning from the half term and first hand experience of the farm from our trip.  Consider what happens on a farm- what do we now know about farms?	
<b>EAD</b>	Use colour mixing techniques to shade flower petals  Ladybird Heard Story theme - finger prints / finger print	Finger print - printing techniques , repeated stamps and pattern	Create a soundscape of ambient noise for a farmyard..Use puppets or small world animals to create the musical piece.	Farm vegetable art - using vegetables as printing stamps and herbs as 'paint'	Create Mother's Day cards for 30th March.	

	observational drawing.					
<b>Phonics</b>	Essential Letter and Sounds Phonics Programme					

<b>Indoor role-play</b> Farm Shop / Garden Centre / small world farm yard	<b>Outdoor role-play</b> Farm Shop Farm yard / barn
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