

SIS Reception MTP- Spring 2 The Farm

***Sticky knowledge for topic**

Children's current knowledge, skills, interests and experiences	The children need...	Intention (based on the needs of the children at the end of the previous half term)
▪	- More opportunity before BBT starts to suggest own learning and activities they would like to do - To write their name (small group in each class who cannot) - To secure phase 3 digraphs	* To name common farm animals and their offspring *To understand the life cycle of a chick *To understand what a farmer does *To count accurately to 10, to know ways of making numbers to 10 *To develop self-regulation skills further, e.g. embedding COEL characters and talking about their plans/ideas/reviews *To secure phase 3 digraphs- embedding Little Wandle *Those who cannot write names to be able to *Continue to develop fine motor skills *Building numbers beyond 10

Topic experiences	Key texts	Parental involvement and home learning
Chicks/ducklings Farm trip	What the Ladybird Heard The Little Red Hen Farmer Duck	Home reading books Love of reading books Little Lending Library Library books

Topic vocabulary		
Anchor words for all (key vocabulary for the topic)	Words for most	Words for some (more challenging and specific vocabulary)
Farm farm yard animals tractor born Birth Chicks Eggs life cycle new mother baby young ducklings life	Calf Kid foal behind next to up down in front of behind turn	offspring

spring		
--------	--	--

Communication and Language

What do we want the children to learn?	What learning opportunities will we provide?
I know new vocabulary and use it in context throughout the day. I know and can describe events in some detail. I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. I can connect one idea or action to another using a range of connectives. I know how to ask questions to find out more. I know how to listen carefully and why listening is important I can listen carefully to rhymes and songs, paying attention to how they sound. I know some rhymes, poems and songs. I know how to retell the story, including story language and the sequence of a text. I can listen to and talk about non-fiction texts to develop a deep familiarity with new knowledge and vocabulary. I know some features of non-fiction books.	Focus CLL taught session per week Opportunities for paired talk during carpet time Small group work Daily story time Vocab Vikki word of the day (daily) Topic vocab introduced Daily story time Props for acting out known stories Role play- home corner (tent) Farm shop Farm yard farm fact books within reading focus mornings, discussion about facts, roles, tasks... mind mapping facts from book, paired talk Rhyming books, e.g. cock a doodle doo, farmyard hullaballoo We want them to know securely several rhymes/songs- Old Macdonald, The Farmers in the dell, Dingle Dangle scarecrow , Baa Baa Black Sheep, Mary had a little lamb, Little Bo Peep

Personal, Social and Emotional Development

What do we want the children to learn?	What learning opportunities will we provide?
See themselves as a valuable individual. Manage their own needs. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. I can say when I am feeling happy, sad, tired, angry, calm	Weekly taught session with PSED focus Celebration assembly once a week Golden rules revisiting School behaviour chart- rainbow reward stickers Head, Heart, Hands curriculum values reward stickers Circle times/Partner talk Opportunities for games, turn taking, collaborative play in BBT

I am beginning to notice when other people express feelings such as happy, sad, tired, angry, calm Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine I can talk about some food that keep me healthy e.g. fruit and vegetables. Body safety I know that my private parts belong only to me and if someone asks to see them I tell them no. I know who to talk to if I feel unsafe I know I can say no if I don't want to be touched (hugged, tickled etc)	Introduction to healthy eating, e.g. what makes a healthy lunch box? talk about not having sweet treats but some healthy choices, e.g. fruit. Links to farms and growing healthy food, thinking about what keeps us healthy. healthy and unhealthy sorting. Simple growing- cress, carrots... children to be mini farmers Use of twinkl safety powerpoints as a discussion starter. NSPCC materials on Pantasaurus.
---	---

Physical Development	
What do we want the children to learn?	What learning opportunities will we provide?
Further develop and refine a range of ball skills including: throwing, catching, Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop the foundations of a handwriting style which is fast, accurate and efficient-	PD focused afternoon with taught input Continuous provision for gross motor development e.g. sweeping, swinging, pushing and pulling heavy large construction etc. Play/lunch/BBT time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing, e.g. handling, climbing, pushing and pulling, weight bearing activities, balancing Fiddly fingers daily session. Include opportunities for cutting, threading, stacking, tweezers and playdough Daily handwriting slot

Mathematics	
What do we want the children to learn?	What learning opportunities will we provide?
NCETM Mastering Number Programme Across the term pupils will be able to: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers SSM opportunities: morning, afternoon and evening, positional language, height, length, weight, capacity, 2D shape, 3D shape, pattern, spatial awareness	Daily mathematics lesson based on Mastering Number (4 x weekly) Weekly mathematics lesson on SSM objectives Daily mental maths session outside of main lesson (10 mins) Ongoing opportunities for counting and number songs (e.g count to 100 by Jack Hartman) Ongoing opportunities within continuous provision and Busy Bee Time

Literacy			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?

<table><tr><th colspan="2">Phase 3 graphemes</th></tr><tr><td>Week 1</td><td>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</td></tr><tr><td>Week 2</td><td>review Phase 3: er air words with double letters longer words</td></tr><tr><td>Week 3</td><td>words with two or more digraphs</td></tr><tr><td>Week 4</td><td>longer words words ending in -ing compound words</td></tr><tr><td>Week 5</td><td>longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</td></tr></table> <table><tr><th colspan="2">No new tricky words</th></tr><tr><td>Week 1</td><td>Review all taught so far</td></tr><tr><td>Week 2</td><td>Secure spelling</td></tr><tr><td>Week 3</td><td></td></tr><tr><td>Week 4</td><td></td></tr><tr><td>Week 5</td><td></td></tr></table> I can read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Phase 3 graphemes		Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Week 2	review Phase 3: er air words with double letters longer words	Week 3	words with two or more digraphs	Week 4	longer words words ending in -ing compound words	Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	No new tricky words		Week 1	Review all taught so far	Week 2	Secure spelling	Week 3		Week 4		Week 5		Daily Little Wandle phonics lesson Daily keep up sessions for children falling behind Daily reading session, children to have a guided adult session 3 x weekly Reading books sent home every week match the children’s reading ability Opportunities for developing blending skills during continuous provision inside and out Daily story times, making use of the opportunity for the children to answer questions about the books and talk partner ideas. All children to have love of reading books changed every Friday Daily ‘Vocab Vikki’ session for introducing a new ‘word of the day’ Small world/story telling items/story sacks available during child initiated time, with new books that are matched to children’s interests.	I can: - Start to form lower-case and capital letters correctly. - Write and spell common exception words correctly - Segment and record words with taught graphemes. Phase 3 phonics Initial/final sound labelling Spell simple words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Daily writing lesson Daily handwriting session Daily Little Wandle phonics lesson that includes writing of words applying the taught sound and spelling common exception words Phonics and continuous provision inside and out Interactive displays and role-play areas that encourage writing. Child initiated writing morning to apply new learning Encourage children to make use of ‘curiosity cases’ with interesting things to write and talk about, during child initiated time. Simple scaffolds to support adult lead writing- Captions about farm animals Simple sentences about the story Simple story retelling Writing simple directions to go with maps from the Ladybird heard Farm animal fact files Describing daffodils
Phase 3 graphemes																											
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear																										
Week 2	review Phase 3: er air words with double letters longer words																										
Week 3	words with two or more digraphs																										
Week 4	longer words words ending in -ing compound words																										
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/																										
No new tricky words																											
Week 1	Review all taught so far																										
Week 2	Secure spelling																										
Week 3																											
Week 4																											
Week 5																											

Understanding the World	
What do we want the children to learn?	What learning opportunities will we provide?
<u>Foundations in History</u> Comment on images of familiar situations in the past. I Know that stories can help me learn about the past. Compare and contrast characters from stories, including figures from the past. (LPBD- Albert Einstein)	Sharing stories that include images from the past and figures from the past. Little People Big Dreams- Albert Einstein Little Red Hen- images of old farming processes etc Story behind pancake day (depending on when this falls)

<u>Foundations in RE</u> I know that people have different beliefs and celebrate special times in different ways. e.g. Easter, Ramadam, Eid Understand that some places are special to members of their community (e.g. church at Easter, Mosque at Ramadam and Eid) RE: New life Concept: Celebrating	Ensure that special times are celebrated throughout the year as they arise in the classroom e.g. if a child in your class has a new sibling or cousin or if a member of the family is getting married. May also wish to celebrate special times that are relevant in today's society like a celebrity getting married i.e. royal family or Queen's Jubilee Learning about these common traditions through books/presentations/videos. BBT tasks linked to each Easter- new life/Christianity Exploring life cycles linked to farm topic and spring work Videos/books to share traditions Listening to simple stories
--	--

<u>Foundations in Geography and science</u> I can draw information from a simple map. e.g. know what a map is used for e.g. identify simple locations such as barn, pond, cow shed, field e.g. give simple directions- up, down, past, around I can explore the natural world around me e.g. name some common farm animals and their young- cow, calf, sheep, lamb, pig, piglet, duck, duckling, chicken, chick e.g. know that some food grows in the ground and can be made into other products such wheat into flour into bread, potatoes <u>Spring</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. I can talk about common signs of Spring and describe seasonal changes (in relation to the tree in EYFS playground) e.g. flowers growing, green leaves, baby animals are born, getting warmer I can name some spring flowers- daffodil, crocus, tulip, daisy, buttercup Recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet Working scientifically skills to include- • Ask and answer questions • Observe closely (e.g. seasonal changes, what they notice on their season walk, the weather) • Identify and classify (e.g. daffodil, crocuses, bluebells, daisy) • Take measurements (e.g. height of plants, size of ducklings/chicks)	Drawing own maps for story- what the ladybird heard. Writing simple instructions for following the map- directional language. Trip to Longdown Farm Learning about animals and their young Lifecycles (eggs to hatch at school)- chick/duckling Zoom with farmer from 'Framer Time' initiative Planting and growing food (link to healthy eating and PD) Spring Beginning to look at Spring change in weather – discuss what is different in Winter and Spring- looking at trees in playground exploring parts of a flower, new life, life cycle of a chick Objects to sort- which ones do we need for this season? e.g. hat, suncream, gloves... bring out same objects every time we cover so can make links. Planting spring bulbs/seeds and care for as they grow, making observations as they grow, looking for spring flowers in our grounds Daily check in about the weather
<u>Foundations in computing</u> I can control toys and devices I can recognise and be able to use different devices I can use apps on a tablet	Use of voice recording toys, e.g. talking tins, recording clipboards, toys Use of tablets, e.g. cbeebies, numberblocks, alphablocks

Expressive Arts and Design

What do we want the children to learn?	What learning opportunities will we provide?
<u>Foundations in Art</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. I can make lighter and darker shades e.g. using water colours I can draw what I see (simple observational drawing) Create collaboratively, sharing ideas, resources and skills.	Exploration of art materials, e.g. poster paints, crayons, pastels, watercolours Look at pictures by Joanna Rose Tidey (local based artist, possibility of a visit or zoom) Farm painting- colour mixing Farm animal junk modelling- design element, focus on accuracy of joining techniques Life drawing of fruit and veg, daffodils/flowers- sketching pencils, charcoal for smudging, shade
<u>Foundations in performance (music, dance, drama)</u> <u>Singing</u> Sing in a group or on their own, increasingly matching the pitch and following the melody. I can join in with speaking and chanting short phrases I can join in whole class singing I know some simple nursery rhymes Know how to sing a melody (tune) I can do some actions to co-ordinate with a song <u>Composing</u> I know that sounds created by an object can be different I know how to hit or shake an instrument to create different musical effects I can play an instrument with varying pitch (high and low sounds), duration (long and short sounds) and tempo (fast and slow sounds) <u>Listening and appraising/performing</u> Explore and engage in music making and dance, performing solo or in groups. I can perform songs, rhymes, poems and stories with others I am beginning to use some musical terms (e.g. louder/quieter, faster/slower, higher/lower)	Daily singing time Begin to do some performing of a song, simple percussion in small groups in front of class to build confidence with performance onomatopoeia for farm animal noises Easter assembly- learning a song Exploring simple percussion- things to hit and shake Old Macdonald- innovating verses, adding own sound effects with percussion Daily story time Props for acting out known stories Role play- home corner (tent) Farm shop/Farm yard

Develop storylines in their pretend play.	
<u>Foundations in Design Technology</u> I can join components together to build simple structures (e.g. construction toys, junk modelling) I know which tools and adhesives I can use to join materials (e.g. glue, tape, split pins, scissors, hole punches) I can select and name the tools I will need (e.g. glue, scissors) I can create my design using basic techniques I can explain what I am making and which materials I am using I can discuss my work as it progresses I can describe my model or drawings of my ideas I can talk about what I like or dislike about my construction, and begin to say why I can simply talk about changes I made during the making process I can explain how my product works I can talk about how my finished product matches my design I can use scissors to cut straight and curved edges, and hole pinches to punch holes	Construction play and making farm junk models- focus on designing their models first before making to work on designing process, then time to evaluate Fine motor linked- fiddly fingers sessions, busy bee opportunities for cutting skills sheets/tasks

