Medium Term Planning – Reception – Autumn Term 2

Why is water wet? Reflections

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| **Memorable experience**Collect a good range of dressing up clothes, including wigs, glasses, hats and coats. The funnier, the better! Begin by allowing the children to explore their reflections using handheld mirrors and to talk to partners about how their faces are the same or different. Children can take it in turns to dress up and take part in a ‘reveal’ using a full-length mirror. Ask questions such as ‘How has your reflection changed?’ If possible, provide distortion mirrors (funhouse style) and flexible mirrors for extra fun! Allow the children to dress you up too! Take photos of each child before and after their transformation. As an alternative, take the children on a ‘reflection hunt’, looking for reflective surfaces in and out of school. A video ‘What is a reflection?’ is available on The Hub to support this activity.**Things the children could do*** Enjoy looking at their reflection.
* Describe what a reflection is.
* Take photographs using a digital camera.
* Use words like mirror, reflection, the same, different, smooth, cold, shiny and reflective.
* Experiment with reflections and describe what they see.
* Move in front of reflective surfaces and watch what happens.
* Look at each other’s reflections.

**ELG skills and Typical behaviours****ELG 14; UW TW 8; UW TW 10; UW TW 17; UW TW 21; UW TW 22****• SMSC Sp 2; • SMSC Sp 3; • SMSC So 1; • SMSC So 3****You will need:*** a range of dressing up clothes, props and accessories
* handheld mirrors
* full-length mirror
* distortion mirrors
* digital camera

 **Questions to ask the children*** What is a reflection?
* Does your reflection move?
* What happens when you move closer to the mirror?
* What happens when you move further away from the mirror?
* Are all surfaces reflective?
* What else can you see in the mirror?
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| Area | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|  | Engage | Develop | Innovate | Express |
| Listening and Attention | **Shiny things**Display a range of shiny objects and materials in baskets for children to handle and explore. Include CDs, mirrored tiles, foils and highly polished objects.**Observe**Do the children use vocabulary such as shiny and reflective?Do the children attempt to sort the objects? If so, how?Do the children bring items from home to add to the display?**ELG 14; UW TW 4; UW TW 8; UW TW 10; UW TW 21****• SMSC Sp 2****Butterflies and moths**Display a range of moths and butterflies, either laminated photographs or real samples. Provide hand lenses for close observation.**Observe**Do the children enjoy looking at the moths and butterflies?Do they notice any symmetry?Are they interested in finding out more about butterflies and moths?**ELG 14; UW TW 4; UW TW 8; UW TW 12; UW TW 22****• SMSC Sp 2****Patterns and shapes**Provide a range of loose parts for pattern making. Include a mix of natural and man-made objects such as leaves, shells, buttons and beads.**Observe**Can the children make patterns that are symmetrical?Do they use mathematical language, such as symmetry, pattern, shape, next to?Do the children seek other materials to include in their patterns?**ELG 12; M SSM 9; M SSM 18; M SSM 32; M SSM 33; M SSM 36****• SMSC Sp 2 • SMSC Sp 3** | **Smile for the camera!**Offer a range of technological gadgets for children to take photographs. Include tablets, phones and digital cameras. Demonstrate how to delete or save an image.**Observe**Can the children operate the equipment?Can they take a photograph?Can they save or delete an image?**ELG 15; UW T 3; UW T 11; UW T 13****• SMSC Sp 2; • SMSC Sp 3****Reflective reading**Display a range of books on the theme of reflections and symmetry for children to look at independently.**Observe**Can the children look at the books independently?Do they show an interest in print and illustrations?Can they retrieve information from the text?**ELG 09; L R 13; L R 27; L R 32; L R 34****• SMSC Sp 2****Portraits**Set mirrors on easels and offer charcoal pencils and coloured sugar paper for drawing self-portraits. Provide good quality portrait paintings and drawings for inspiration. Display the sign ‘Portrait artists work here’.**Observe**Do the children observe themselves in the mirror before drawing?Do they explore the effects of the charcoal?Can the children talk about their artwork using names of facial features?**ELG 16; EAD EUMM 12; EAD EUMM 22; EUM EUMM 34; EAD EUMM 40****• SMSC Sp 3; • SMSC Cd 4** | Is able to follow directions (if not intently focused on own choice of activity).**CL LA 9**Two-channelled attention – can listen and do for short span.**CL LA 11**Respond to what they hear with relevant actions.**CL LA 17**Listen to instructions and follow them accurately, asking for clarification if necessary.**CL LA 20**Listens to stories with increasingattention and recall.**CL LA 6**Two-channelled attention – can listen and do for short span.**CL LA 11**Listen to stories.**CL LA 13**Listen attentively with sustainedconcentration to follow a storywithout pictures or props.**CL LA 21**Listens to stories with increasingattention and recall.**CL LA 6**Two-channelled attention – can listen and do for short span.**CL LA 11**Listen to stories.**CL LA 13**Listen attentively with sustainedconcentration to follow a storywithout pictures or props.**CL LA 21** | This Innovate stage challenges children to find and then read a series of mirrored words and order them to form a secret message.**During this Innovate stage children will:**work cooperatively to find the ‘Top Secret’ envelopesuse a mirror to ‘decode’ the wordsput the words in order to form a simple sentence or clueread the cluefind out what is hiding in the secret location**Secret code!**Hide a series of ‘Mirror word cards’ in ‘Top Secret’ envelopes around the setting. Ask the children to search for the envelopes and bring them back to a central place.Encourage them to think how they might find out what each word says.The words give the children a secret message when ordered in a certain way. Place a secret object or person for the children to find in the place that the sentence spells out. What you hide is up to you!**You will need:**‘Top Secret labels’ and ‘Mirror word cards’ available on The Huban object or person to hidemirrors for decoding messagesYou can download the Innovate board straight from **The Hub**. | Responds to simple instructions.**CL U 7**Responds to instructions involving a two-part sequence.**CL U 9**Follow instructions involving several ideas or actions.**CL U 13**Carry out instructions which contain several parts in a sequence.**CL U 17** |
| Understanding | Beginning to understand ‘why’ and ‘how’ questions.**CL U 8**Listens and responds to ideas expressed by others in conversation or discussion.**CL U 12**Answer ‘why’ questions about their experiences and in response to events.**CL U 15**Carry out instructions which contain several parts in a sequence.**CL U 17** |  | Builds up vocabulary that reflects the breadth of their experiences.**CL S 15**Links statements and sticks to a main theme or intention.**CL S 19**Express themselves effectively.**C L S 22**Recount experiences and imagine possibilities, often connecting ideas.**C L S 30** |
| Speaking | Questions why things happen and gives explanations.**CL S 11**Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.**CL S 20**Develop their own explanations by connecting ideas or events.**CL S 28**Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.**CL S 31**Uses vocabulary focused on objects and people that are of particular importance to them.**CL S 14**Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.**CL S 20**Develop their own narrative by connecting ideas or events.**CL S 27**Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.**CL S 31**Builds up vocabulary that reflects the breadth of their experiences.**CL S 15**Links statements and sticks to a main theme or intention.**CL S 19**Express themselves effectively.**CL S 22**Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.**CL S 31** |  |  |
| Moving and Handling | Moves freely and with pleasure and confidence in a range of ways.**PD MH 11**Experiments with different ways of moving.**PD MH 22**Show good control in large and small movements.**PD MH 33**Hop confidently and skip in time to music.**PD MH 39**Handles tools, objects, construction and malleable materials safely and with increasing control.**PD MH 28**Shows a preference for a dominant hand.**PD MH 29**Show good co-ordination in large and small movements.**PD MH 34**Uses one-handed tools and equipment.**PD MH 18**Handles tools, objects, construct ion and malleable materials safely and with increasing control.**PD MH 28**Show good co-ordination in large and small movements.**PD MH 34** |  | Uses one-handed tools and equipment.**PD MH 18**Handles tools, objects, construction and malleable materials safely and with increasing control.**PD MH 28**Handle equipment and tools effectively.**PD MH 37** |
| Self confidence and awareness | Can select and use activities and resources with help.**PSED SS 3**Confident to speak to others about own needs, wants, interests and opinions.**PSED SS 9**Say when they need help.**PSED SS 16** |  |  |
| Managing feelings and behaviours | Aware of own feelings, and knows that some actions and words can hurt others’ feelings.**PSED MFB 9**Talk about how they show feelings.**PSED MFB 16**Talk about how others show feelings.**PSED MFB 17** |  |  |
| Making relationships | Keeps play going by responding to what others are saying or doing.**PSED MR 7**Explains own knowledge and understanding, and asks appropriate questions of others.**PSED MR 10**Listen to others’ ideas.**PSED MR 14** |  |  |
| Reading | Shows awareness of rhyme and alliteration.**L R 5**Continues a rhyming string.**L R 20**Understand simple sentences.**L R 29**Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.**L R 34**Knows that print carries meaning and, in English, is read from left to right and top to bottom.**L R 19**Begins to read words and simple sentences.**L R 24**Use phonic knowledge to decode regular words and read them aloud accurately.**L R 30**Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.**L R 33** |  |  |
| Writing | Sometimes gives meaning to marks as they draw and paint.**L W 2**Attempts to write short sentences in meaningful contexts.**L W 12**Write simple sentences which can be read.**L W 15**Use key features of narrative in their own writing.**L W 19** |  |  |
| Numbers | Knows that numbers identify how many objects are in a set.**M N 10**Counts objects to 10, and beginning to count beyond 10.**M N 24**Finds the total number of items in two groups by counting all of them.**M N 30**Solve problems including doubling.**M N 43**Estimate a number of objects and check quantities by counting up to 20.**M N 46** |  |  |
| SSM | Shows an interest in shape and space by playing with shapes or making arrangements with objects.**M SSM 6**Selects a particular named shape.**M SSM 14**Create patterns.**M SSM 32**Estimate, measure, weigh and compare and order objects and talk about properties, position and time.**M SSM 36**Uses positional language.**M SSM 8**Can describe their relative position.**M SSM 15**Use everyday language to talk about position.**M SSM 26**Estimate, measure, weigh and compare and order objects and talk about properties, position and time.**M SSM 36** |  |  |
| Understanding The WorldThe World |  |  | Comments and asks questions about aspects of their familiar world.**UW TW 3**Looks closely at similarities, differences, patterns and change.**UW TW 8**Make observations about animals.**UW TW 16**Be familiar with basic scientific concepts.**UW TW 22** |  |  |
| Technology |  |  | Knows how to operate simple equipment.**UW T 3**Interacts with age-appropriate computer software.**UW T 8**Select and use technology for a particular purpose.**UW T 11**Find out about and use a range of everyday technology.**UW T 12**Knows how to operate simple equipment.**UW T 3**Recognise that technology is used in school.**UW T 10**Select and use technology for a particular purpose.**UW T 11**Find out about and use a range of everyday technology.**UW T 12** |  |  |
| Exploring Art and DesignEAMM |  |  | Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.**EAD EUMM 12**Understands that different media can be combined to create new effects.**EAD EUMM 22**Use a variety of materials and techniques.**EAD EUMM 34**Develop their own ideas through selecting and using materials and working on processes that interest them.**EAD EUMM 40**Realises tools can be used for a purpose.**EAD EUMM 17**Uses simple tools and techniques competently and appropriately.**EAD EUMM 25**Experiment with designs.**EAD EUMM 36**Through their explorations they find out and make decisions about how media and materials can be combined and changed.**EAD EUMM 41**Taps out simple repeated rhythms.**EAD EUMM 9**Make music.**EAD EUMM 29** |  |  |
| Music | Listen for different kinds of sounds – loud and soft - dynamics | Listen for different kinds of sounds – high and low - pitch | Use words and build up a word bank to describe sounds that children hear | How long does my sound last? Long and short sounds - duration | Listen for different kinds of sounds – which instrument was playing? | Learn simple songs and action songs with lots of repetition and sing from memory - Christmas | Use the voice to speak, sing and chant - Christmas | Sing as part of a whole group - Christmas |
| RE | Who is special? | What makes someone special? | How do we decide who is special? | What do special people do? | What is a birthday?When is it your birthday? | In what ways do you celebrate your birthday? | How do we celebrate Jesus’ birthday? | Why was Jesus a special baby? |
| White Rose Maths | Explore characteristics of everyday objects and shapes and use mathematical language to describe them. | Recognise, create and describe patterns. | To use everyday language to talk about money | Place numbers in order and say which number is one more than or one less than a given number | Using quantities and objects, to add and subtract two single digit numbers and count on or back to find the answer | Using quantities and objects, to add and subtract two single digit numbers and count on or back to find the answer | Recognise, create and describe patterns. | Recognise, create and describe patterns. |
| Forest Schools | To understand that many trees lose their leaves in winter.Decorate the trees with bunting | To know that we can find lots of natural materials and use them for other purposes.Natural materials gather and build | To find out about artists who work with natural materials. | To find out about artists who work with natural materials. | To find out about artists who work with natural materials. | To learn about and identify patterns in nature. | To understand that we need to feed the birds in the winter when food supplies are short. | To observe the birds that are using our feeding area. Identify and make a tally of the different kinds of birds that we see. |
| PSEDGetting on and Falling out | What is friendship?Being able to play with other children. Knowing how to be friendly. Saying sorry when we have been unkind. | What is friendship?Being able to play with other children. Knowing how to be friendly. Saying sorry when we have been unkind. | To be able to work together. Working in a group. Taking turns. Waiting turns. Sharing toys. Asking for help. | To be able to work together. Working in a group. Taking turns. Waiting turns. Sharing toys. Asking for help. | To learn how to manage my feelings – anger.Expressing feelings. Managing emotions.  | To learn how to manage my feelings – anger.Expressing feelings. Managing emotions.  | To be able to resolve conflict. Making up when we have fallen out. Sorting things out when we don’t agree. | To be able to understand feelings. Telling when we are feeling angry. Telling when other people are angry. |