

	<i>Week1: Engage</i> 19.2.18	<i>Week2: Develop</i> 26.2.18	<i>Week: 3: Develop</i> 5.3.18	<i>Week4: Develop</i> 12.3.18	<i>Week 5 : Innovate</i> 19.3.18	<i>Week5: Express</i> 26.3.18
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<p><i>Personal, Social & Emotional Development – New Beginnings</i></p>	<p>To be able to identify what we like doing and what we don't like doing. I can tell you the things I like doing and the things I don't like doing. Link to multiple intelligences.</p> <p>To be able to manage my feelings Relax Kids Programme</p>	<p>To be able to say how I am feeling – proud, excited, happy. Complete faces and write a sentence about what makes them proud, excited or happy.</p> <p>To be able to manage my feelings Relax Kids Programme</p>	<p>To be able to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults PSED MF 8 To initiate conversations, attend to and take account of what others say PSED MR 9 To listen to others ideas PSED MR 14 TO understand someone else's point of view can be different from theirs PSED MR 19 Feeling Musical p9 Enhanced provision – provide the feeling musical audio file on a laptop or similar for children to listen to with headphones. Demonstrate how to use the controls to turn the music off and on and adjust the volume.</p> <p>To be able to manage my feelings Relax Kids Programme</p>	<p>To keep play going by responding to what others are saying or doing PSED MR 7 To initiate conversations, attend to and take account of what others say PSED MR 9 To play co-operatively PSED MR 12 To play group games with rules PSED MR 18 Pass the message game p9 Enhanced provision – Record whispered words on talking tins for children to listen to. Display the question 'can you write the word?' why not stick the answers on the underside of each tin for the children to check if they were right or not?</p> <p>To be able to manage my feelings Relax Kids Programme</p>	<p>To be able to stand up for myself. Assertiveness activities. To be able to manage my feelings Relax Kids Programme</p>	<p>To welcome and value praise for what they have done PSED SS 4 To describe self in positive terms and talk about abilities PSED SS 10 To try new activities with confidence PSED SS 11 Be confident speaking to a class group PSED SS 18 Let's perform! P15 Enhanced provision – create a raised staging area with curtains for children to perform. Display the sign 'What a Performance!'</p> <p>To be able to manage my feelings Relax Kids Programme</p>
<p><i>Communication Language & Literacy</i></p>	<p>Go on a sound walk. Plan a route around and out of the setting that will enable children to hear a range of familiar and unfamiliar sounds. Children to: Name the sounds they</p>	<p>To be able to focus attention – still listen or do, but shift own attention CL LA 8 To show two channelled attention – can listen and do for a short span CL LA 11</p>	<p>To be able to follow instructions CL LA 9 To show two channelled attention – can listen and do for short span CL LA 11 To respond to what they hear with relevant actions CL LA 17</p>	<p>To listen to stories with increasing attention and recall CL LA 6 To show two channelled attention – can listen and do for short span CL LA 11 To listen to stories CL</p>	<p>Building on children's interests: Invite the children to make a range of simple percussion instruments and play them collectively as part of a noise</p>	<p>To focus attention – still listen or do, but can shift attention. CL LA 8 To maintain attention, concentrate and sit quietly during appropriate activity CL LA 10 Listen attentively in a</p>

	<p>hear Decide if the sounds are loud or quiet Talk about high and low pitched sounds Stand still and listen carefully Enjoy some peace and quiet. Compare natural and man-made sounds Use their voice in different ways</p>	<p>To listen attentively in a range of situations CL LA 12 To listen to instructions and follow them accurately, asking for clarification if necessary CL LA 20 Listen and repeat activity from P6. Enhanced provision – children to explore the concept of an echo using an app on a tablet.</p>	<p>To listen to instructions and follow them accurately, asking for clarification if necessary CL LA 20 Bang the Drum activity P6. Enhanced provision – place the banging drum in the creative area for children to practise the game with a partner or small group.</p>	<p>LA 13 To listen attentively with sustained concentration to follow a story without pictures or props CL LA 21 Gustav Mole! Activity P6. Enhanced provision – invite children to listen again to the CD and follow the story in the book. Add other recorded stories and music for children to enjoy throughout the project.</p>	<p>orchestral During this stage, children will: Decide what type of instrument they would like to make; Follow instructions; Use a variety of tools and materials to make an instrument; Use their instrument to make sound; Work collaboratively to make music as part of a group; Perform for an audience</p>	<p>range of situations CL LA 12 Listen in a larger group CL LA 22 A musical treat activity P15. Enhanced provision – display labelled photographs of the concert for children to look at and read independently.</p>
Physical Development	<p>To move freely and with pleasure and confidence in a range of ways PD MH 11 To experiment with different ways of moving PD MH 22 To move confidently in a range of ways PD MH 35 To hop confidently and skip in time to music PD MH 39 Peter and the Wolf Musical Statues P8 Enhanced provision – display musical statue cards for children to copy and practise. Musical statues cards are available on Hub. Dance Festival Practise</p>	<p>To move freely and with pleasure and confidence in a range of ways PD MH 11 To experiment with different ways of moving PD MH 22 To move confidently in a range of ways PD MH 35 To hop confidently and skip in time to music PD MH 39 Peter and the Wolf Dance Festival Practise</p>	<p>To move freely and with pleasure and confidence in a range of ways PD MH 11 To experiment with different ways of moving PD MH 22 To move confidently in a range of ways PD MH 35 March to the beat! P8 Enhanced provision – display the sign 'a marching band works here' in the outdoor space. Encourage the children to practise their marching. A 'Sign' for printing is available on the Hub. Dance Festival Practise Peter and the Wolf</p>	<p>To move freely and with pleasure and confidence in a range of ways PD MH 11 To experiment with different ways of moving PD MH 22 To move confidently in a range of ways PD MH 35 Enhanced provision – display the sign 'a marching band works here' in the outdoor space. Encourage the children to practise their marching. A 'Sign' for printing is available on the Hub. Dance Festival Practise Peter and the Wolf</p>	<p>To use one handed tools and equipment PD MH 18 Handles Tools, objects, construction and malleable materials safely and with increasing control. PD MH 28 To Handle equipment and tools effectively PD MH 37 Fill large lidded containers with materials such as marbles, dried rice, mini jingle bells, oats. Encourage children to shake and swirl the containers to explore the sounds they make. Dance Festival Practise</p>	<p>Performance</p>

Literacy	<p>Set up a computer or tablet with audio stories. Offer the corresponding books for children to read along while listening.</p> <p>Put a range of everyday objects on a table top with small plastic letters for word building.</p>	<p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence LW 10</p> <p>To use their phonic knowledge to write words that match their spoken sounds LW 13</p> <p>To spell some words correctly LW16</p> <p>To spell some words that are phonetically plausible LW 17</p> <p>To spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words LW18</p> <p>What's My Name p 10</p> <p>Enhanced provision - display an A3 copy of the 'instrument spotting sheet' with a selection of instruments for children to match and read the names.</p>		<p>To hear and say the initial sounds in words LR 21</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet LR 23</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately LR 30</p> <p>To use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. LR 34</p> <p>Onomatopoeia p 10</p> <p>Enhanced provision display the word onomatopoeic display words for children to read and act out independently. Offer blank word cards and brightly coloured pencils for children to create more.</p>		
Guided reading	<p>To sometimes give meaning to marks as they draw and paint. LW 2</p> <p>To write simple sentences which can be read LW15</p> <p>To spell phonically</p>	<p>To be aware of own feelings, and know that some actions and words can hurt others' feelings. PSED MFB 9</p> <p>To understand that own actions affect</p>	<p>Is beginning to use more complex sentences to link thoughts. CLS 8</p> <p>To link statements and sticks to a main theme or intention CLS 19</p> <p>To develop their own</p>	<p>To build up vocabulary that reflects the breadth of their experiences CLS 15</p> <p>To extend vocabulary, especially by grouping and naming, exploring the</p>	<p>Read Noisy Orchestra by Usborne. After reading, ask the children questions such as, What is an orchestra? How many different instruments can you</p>	

	<p>regular words of more than 1 syllable as well as many irregular but high frequency words LW 18</p> <p>The listening walk by Paul Showers p10</p> <p>Enhanced provision – display the map with labels in the reading area for children to look at independently. Offer blank cards for children to write additional sounds and add them to the map.</p>	<p>other people. PSED MFB 13</p> <p>To talk about others' behaviour and its' consequences PSED MFB 19</p> <p>Being Loud – read the Loud Book p9</p> <p>Enhanced provision – Display the loud and quiet book for children to revisit and read independently.</p>	<p>explanations by connecting ideas or events CLS 28</p> <p>To use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. CLS 31</p> <p>What's that noise? P7</p> <p>Enhanced provision – offer a range of everyday objects and toys that make a sound for children to investigate and compare.</p>	<p>meaning and sounds of new words. CLS 17</p> <p>To express themselves effectively CLS 22</p> <p>To use a wide range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events CLS 31</p> <p>Rhyme Time P7</p> <p>Enhanced provision – display – rhyming word cards – in the writing area for children to compose their own rhyming sentences. Rhyming cards are available on the hub.</p>	<p>remember? What sounds did they make? What was your favourite instrument?</p>	
Mathematical Development	<p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Add and subtract two single digit numbers.</p> <p>Solve problems linked to doubling and halving.</p> <p>Teacher asks for 4 objects altogether but from two different sets e.g. can you bring me some classroom items in one hand and different objects in the other hand</p>	<p>To use number names and number language spontaneously. MN 7</p> <p>To count to 10, and beginning to count beyond 10. MN 24</p> <p>To place numbers 1-20 in order MN 37</p> <p>To estimate a number of objects and check quantities by counting up to 20 MN 46</p> <p>Singing Numbers p11</p> <p>Enhanced provision – display speckled frogs and ducks for counting. Plastic frogs and ducks are available online.</p>		<p>To realise not only objects, but anything can be counted, including steps, claps or jumps. MN 19</p> <p>To count actions or objects which cannot be moved MN 23</p> <p>To count reliably with numbers 1-20 MN 36</p> <p>Ring the bell P11</p> <p>Enhanced provision – display the handbells and number cards for the children to play independently.</p>	<p>To use positional language M SSM 8</p> <p>To order two or three items by length or height MSSM 16</p> <p>To order two items by weight or capacity M SSM 17</p> <p>To use everyday language to talk about capacity MSSM 25</p> <p>To estimate, measure, weigh and compare and order objects and talk about properties, position and time. MSSM 36</p> <p>Water Xylophone P11</p> <p>Enhanced provision – fill plastic bottles with</p>	

	<p>but 4 altogether?</p> <p>□ Use a part-whole model and demonstrate moving the two parts together to count the whole.</p> <p>Share the whole and one part. How can we work out what the other part was? What can we do to check this?</p>				rainbow-coloured water for children to order.	
<i>Forest School</i>	To prepare the raised bed area for planting.	To plant seeds in pots and put into greenhouse.	To tidy up the garden stores, thin out and wash all the equipment.	To devise a plan for the garden area based on school council assembly. To make labels.	To plant seeds into the beds.	To care for living things.
<i>Knowledge & Understanding of the World</i>	<p>Put a range of toys that make a noise on the table top for children to explore.</p> <p>Place talking tins on a table top for children to investigate.</p> <p>Offer 'sound spotting' sheets on clipboards for children to complete independently in the outdoor setting.</p>	<p>To recognise and describe special times or events for family or friends UW PC</p> <p>To enjoy joining in with family customs and routines UW PC 10</p> <p>To show sensitivity to other children's likes and dislikes UW PC 15</p> <p>To know that other children have likes and</p>	<p>To talk about why things happen and how things work. US TW 5</p> <p>To look closely at similarities and differences, pattern and change. UW TW 8</p> <p>To explain why things happen UW TW 17</p> <p>To be familiar with basic scientific concepts UW TW 22</p> <p>How are sounds made? P12</p>	<p>To know how to operate simple equipment UW T 3</p> <p>To interact with age appropriate computer software UW T 8</p> <p>To select appropriate applications that support an identified need UW T 13</p> <p>What's that sound? P12</p> <p>Enhanced provision – provide the devices with</p>		<p>To talk about some of the things they have observed UW TW 4</p> <p>To look closely at similarities, differences, pattern and change UW TW 8</p> <p>To say how materials are the same or different UW TW 11</p> <p>Mystery sounds P15.</p> <p>Enhanced provision – display the mystery</p>

		<p>dislikes and that they may be good at different things. UW PC 21</p> <p>To understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect UW PC 22</p> <p>My music, your music! P12</p> <p>Enhanced provision - Offer audio equipment and a range of CD from different cultures to listen to independently.</p>	<p>Enhanced provision - offer a range of instruments for children to explore how sounds are made, include instruments that can be plucked, tapped, shaken and banged.</p>	<p>sound effect apps for the children to explore and listen to independently.</p>		<p>bottles with labels for playing and matching independently.</p>
Creative Development	<p>Play a range of percussion instruments on a table top for children to explore the sounds and make music.</p>	<p>To enjoy joining in with dancing and ring games EAD EUMM 5</p> <p>To begin to build a repertoire of songs and dances. EAD EUMM 18</p> <p>To sing a song EAD EUMM 28</p> <p>Singing rhymes P13</p> <p>Enhanced provision - provide recordings of action rhymes for children to practise with friends and in small groups.</p>	<p>To explore and learn how sounds can be changed EAD EUMM 10</p> <p>To explore the different sounds of instruments EAD EUMM 19</p> <p>To make music EAD EUMM 29</p> <p>Through explorations they find out and make decisions about how media and materials can be combined and changed EAD EUMM 41</p> <p>The very quiet cricket p 13</p> <p>Enhanced provision - display the story with a range of instruments and objects that make a sound. As the</p>	<p>To tap out simple repeated rhythms EAD EUMM 9</p> <p>To explore the different sounds of instruments EAD EUMM 19</p> <p>To make music EAD EUMM 29</p> <p>To develop their own ideas through selecting and using materials and working on processes that interest them EAD EUMM 40</p> <p>Music wall p13</p> <p>Enhanced provision - hang wind chimes made from different materials in</p>	<p>Make the instruments according to instructions from the Hub.</p> <p>Play to an audience.</p>	

			question - Can you make the sounds of the insects?	the outdoor setting. Provide seating for children to sit and listen and triangle beaters for the children to play the chimes.		
Religious Education	<p>AT1 Know that Jesus told stories. (Level 1) Be able to identify a Bible. (Level 1) Be able to recall some of the stories Jesus told. (Level 1) Begin to develop an understanding of the message Jesus came to share. (Level 2)</p> <p>AT2 Talk about their own experiences and feelings. (Level 1) Ask and respond sensitively to questions about their experiences and feelings. (Level 2)</p> <p>The Chatterbox</p>	<p>AT1 Know that Jesus told stories. (Level 1) Be able to identify a Bible. (Level 1) Be able to recall some of the stories Jesus told. (Level 1) Begin to develop an understanding of the message Jesus came to share. (Level 2)</p> <p>AT2 Talk about their own experiences and feelings. (Level 1) Ask and respond sensitively to questions about their experiences and feelings. (Level 2)</p> <p>The Lost Sheep Play hide and seek games or make lift the flap books. Can you find the lost sheep? Discuss the job and qualities of a good shepherd. Have the children ever been lost and then found by</p>	<p>AT1 Know that Jesus told stories. (Level 1) Be able to identify a Bible. (Level 1) Be able to recall some of the stories Jesus told. (Level 1) Begin to develop an understanding of the message Jesus came to share. (Level 2)</p> <p>AT2 Talk about their own experiences and feelings. (Level 1) Ask and respond sensitively to questions about their experiences and feelings. (Level 2)</p> <p>The Sower Sow some seeds - mustard and cress, nasturtiums, sunflowers in some rich soil with water, some in dry earth without water and some on gravel with water. Watch what happens. Relate their experience to the story of the sower. Jesus said that if we listen</p>	<p>AT1 Know that Jesus told stories. (Level 1) Be able to identify a Bible. (Level 1) Be able to recall some of the stories Jesus told. (Level 1) Begin to develop an understanding of the message Jesus came to share. (Level 2)</p> <p>AT2 Talk about their own experiences and feelings. (Level 1) Ask and respond sensitively to questions about their experiences and feelings. (Level 2)</p> <p>The Great Feast Make invitations to the party. God invites everyone!</p>	<p>AT1 Know that Jesus told stories. (Level 1) Be able to identify a Bible. (Level 1) Be able to recall some of the stories Jesus told. (Level 1) Begin to develop an understanding of the message Jesus came to share. (Level 2)</p> <p>AT2 Talk about their own experiences and feelings. (Level 1) Ask and respond sensitively to questions about their experiences and feelings. (Level 2)</p> <p>The Good Samaritan Wrap each other in bandages and talk about times when they have been hurt and who has helped them. Invite a nurse or paramedic in. A whole class activity that helps someone - eg a charity, a neighbour, the</p>	<p>AT1 Know that Jesus told stories. (Level 1) Be able to identify a Bible. (Level 1) Be able to recall some of the stories Jesus told. (Level 1) Begin to develop an understanding of the message Jesus came to share. (Level 2)</p> <p>AT2 Talk about their own experiences and feelings. (Level 1) Ask and respond sensitively to questions about their experiences and feelings. (Level 2)</p> <p>Wise and Foolish builders Using building blocks, one house on house bricks and one on a pile of sand. Use a watering can to make it rain and watch the sand house.</p>

		<p>their parents? Use plasticene/play dough to create different faces of the shepherd throughout the story - ask the children to wonder how the shepherd felt when one of his sheep was lost. Talk about God being like the Good shepherd and how we are his sheep and he loves each one of us.</p>	<p>to the word of God and follow in His way we will grow strong. What does that mean? We need to be nourished by love, patience, kindness, joy and peace.</p>		<p>headteacher. Sometimes we do help people we don't know - charities. Is it possible to find real life samaritans from newspaper stories.</p>	
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Reception Medium Term Plan – Spring Term 2, 2018
What's that Sound?