




Year R Medium Term Topic Planning-Spring 2

Farms objectives

Reading	Writing / Mark making	Linking sounds and letters	Speaking and Listening
<ul style="list-style-type: none"> Non fiction books based on farm animals. Weekly change per class focus. 20 themed books in book corner Phonic phase based reading activities Colour band books <p>Story time Focus Books: Sleep Tight Farm - Eugiene Doyle Old Macdonald had a phone - Jeanne Willis Hungry Hen - Ruchard Waring Quack Quack Quentin - Kes Gray The arrival Mitchell Mandy Farmyard Hullaballo - Giles Andrea</p>	<ul style="list-style-type: none"> Simple sentences Initial & cvc sound word Shared writing-class book "I like the..." Lists Labels Poem Recount 	Phase 3 recap, reading and writing.	<ul style="list-style-type: none"> All About Me bag Tales Toolkit Bucket Therapy Colourful semantics Communication area Visitors- Farm: asking relevant questions and making appropriate comments
Mathematics	Physical Development	Understanding the World	
<ul style="list-style-type: none"> To describe solutions to practical problems, drawing on experience, talking about own ideas, methods and choices eg. Height of fences etc. To sort familiar objects to identify similarities and differences, making choices and justifying their decisions Measurement: use language such as greater, lighter, smaller, heavier or lighter to compare quantities Use water to estimate, measure and compare the capacity of buckets Numbers to 10 Combing numbers up to 10. 1 more/ 1 less 	<ul style="list-style-type: none"> Separate PE planning See handwriting planning (u,j,y,p,k,v,w,x,z) Dough Disco <div style="text-align: center;">  <p>Farms Hook - Farm Visit</p> </div>	<ul style="list-style-type: none"> Lifecycles - human and animal To find out and identify some features of events they observe. To observe and find out about features in the natural world Name animals and match adult to young Find out how animals grow and change Find out about what animals need to grow and stay alive Discuss similarities and differences including humans Observe how animals on the farm move and group them Growth: plants and animals 	
Personal, Social and Emotional Development	Construction / small world	Expressive arts and Design	
<ul style="list-style-type: none"> All About Me bag PSHE separate planning Circle time - when I was very young I couldn't..... but I can now 	<ul style="list-style-type: none"> Town- comparative language between town/farm Build a SW farm SW farm animals SW farm vehicles Construction site- pen building 	<ul style="list-style-type: none"> Paint picture of adult/baby animals Playdough animals Junk modelling animals Animal songs Representational music and movement Indoor: farm house, vet, fruit and veg market. Farmer duck story and puppets Drawing in response to music 	
Outdoor Opportunities			
<p><i>See continuous provision plans</i></p>			



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Communication & Language		Personal, Social & Emotional Development	
<p>Children in Reception Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		<p>Children in Reception See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. • Personal hygiene</p>	
Mathematics	Physical Development	Literacy	
<p>Children in Reception Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10 Compare numbers Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Compare length, weight and capacity.</p>	<p>Children in Reception Progress towards a more fluent style of moving, with developing control and grace. 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 their small motor skills so that they can use a range of tools competently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Children in Reception Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell 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.</p>	
Understanding the World		Expressive Art & Design	
<p>Children in Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>		<p>Children in Reception 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. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	

