

<p>Main focus/Theme: Under the sea</p> <p>Songs: When I was one (pirate song)</p> <p>Displays: PSE: Friendship tree + Wow card display UW: Waterproof under the sea diving costumes CL+L :Talk for writing story maps and writing-sharing a shell Maths: EAD: Under the sea coral reef (egg cartons and shoe boxes)</p> <p>Key texts:</p> <ul style="list-style-type: none"> ● Tiddler ● Sharing a shell ● Snail and the whale ● Commotion in the ocean ● The fish who could wish ● Rainbow fish ● Pirates love underpants ● 10 Little Pirates ● Only one you <p>Role play area: Under the sea deep sea diving - Spring 2 incorporating pirate ship</p> <p>Rhymes for Rhyme of the week and to send home:</p> <ul style="list-style-type: none"> - 1,2,3,4,5 Once I caught a fish alive - 5 little men in a flying saucer - Hey diddle diddle - Hickory dickory dock - Humpty Dumpty - Pancake day rhyme - Jack and Jill 	<p>Personal, Social and Emotional Development</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ● Circle times regularly focusing on themes of: honesty (Tiddler) – the importance of telling the truth. Acting out scenarios, using purple mash/internet clips, and emotion puppets to make this feeling and attitude very clear. ● Using the theme of friendship in the snail and the whale and sharing a shell- - create a kindness and friendship tree, children to contribute on a weekly basis, staff to contribute at lunchtime etc. ● Refer back to the children’s wishes that they created last term and reflect on how children feel they are progressing with this– contextualise and scaffold children’s understanding that even though the snail was tiny and nobody thought he could save the day he did – reinforcing the message we can do anything if we put our mind to it. Link this to New Years Resolutions. 	<p>Communication & Language</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ➢ Learning the names of new types of fish and under the sea creatures using information books and library sessions. ➢ Introduce Listening detectives to develop children’s ability to self-regulate and maintain concentration during show and tell time. ➢ Introduce talk detective- create with class a checklist of what a “good speaker” is. Adults to model examples of poor speaking – looking at the floor, mumbling, turning away, talking for a really long time etc. children to then come up with the positive alternative to the negatives modelled by the adults. <p>Children will be developing their ability to speak with increasing clarity and will be able to express themselves effectively and show an awareness of the listeners needs.</p> <ul style="list-style-type: none"> ➢ CL expression through music- linked with PSE children make marks and share their thoughts and emotions about what the music reminded them of or made them think about and feel. Range of under the sea calm soothing music, choppy waves etc. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Opportunities for talk in whole class and group sessions, whereby children can talk freely about their personal experiences: sharing holiday news, show and tell time, wow card celebrations. ● Within the continuous provision provide children with opportunities to use imaginative talk and retell familiar stories: <p>role play boxes in the book corner, props in the home corner (masks, costumes etc)</p> <ul style="list-style-type: none"> ● Opportunities for talk with non fiction texts: 	<p>Physical Development</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ➢ Daily morning exercise before carpet time- Wake up shake up every morning after register time. ➢ Have paper outside stuck up on the wall for children to stand and write to develop their wrist control. ➢ Weekly letter formation practise twice a week on whiteboards with Little Wandle formation ➢ Weekly PE sessions on Tuesdays when half class is at Forest School - Children moving like under water creatures (crabs moving sideways, dolphins jumping out etc) around the room and negotiating under the sea obstacle courses. ➢ Under the sea themed obstacle courses outside with children using plastic stilts, beanbags and hoops. ➢ Weaving on large boards – different shades and forms of water. ➢ Introduce under water ocean malleable cornflour with conditioner – children to make weekly and use during free flow. Hide objects in for children to rescue with tweezers- set challenges for children to complete using this cornflour. ➢ Start sewing project with children to create under water jelly fish/ sea creatures. Reinforce the importance of safety when tackling challenges and considering the risks- have plastic needles for children to sew independently.
---	---	--	--

Large block and construction area – have topic vocab and visuals, non fiction topic books too.

Have non fiction books in the creative area too for children to refer to and for adults to scaffold newly taught vocab when children are designing and making.

Topic vocabulary: Sharing a shell:

Cab, taxi, romping, roaming, tentacle, rocketing, bristle worm, anemone.

Topic Vocabulary: Tiddler:

Shoal, tall tale, dawdling.

Social phrases:

How was your morning? How was your afternoon? How are you feeling today? Please can I join in? Please stop I don't like it.

Words to be scaffolding in a range of contexts:

- **Glorious**
- **Superb**
- **Articulate**
- **Persevere (link with Don't give up Dory)**

<p>Maths</p> <p>Phase 4 WRH (see detailed guidance attached) Alive in 5! Weeks 1 → 3</p> <ul style="list-style-type: none"> • <u>Introducing zero</u> • <u>Comparing numbers to 5</u> • <u>Composition of 4 & 5</u> • <u>Comparing mass</u> • <u>Comparing capacity</u> <p>Phase 5 WRH Growing 6, 7, 8 weeks 4 → 6</p> <ul style="list-style-type: none"> • <u>Counting principles 6/7/8</u> • <u>Arranging 6/7/8/ into small groups eg 4 +4 is 8</u> • <u>Making pairs</u> • <u>Combining 2 groups</u> • <u>Length & height</u> • <u>Time</u> <p>Phase 6 WRH Building 9 & 10</p> <ul style="list-style-type: none"> • <u>Counting principles 9 & 10</u> • <u>Comparing numbers to 10</u> • <u>Bonds to 10</u> • <u>3D- shape</u> • <u>Pattern</u> <p>Possible activities:</p> <ul style="list-style-type: none"> ➤ Lots of outdoor number work on adding one more and using the language related to addition – large number tile mats, bean bag throwing, children physically jumping forward along the number line when adding – noticing that the number gets bigger. ➤ Introduce the game Hungry Jack, requiring children to add two single digit numbers together by rolling two dice. Practising counting on when we add and using the language involved in addition aptly. ➤ Begin work on telling the time- by the hour, and using language related to time (related to Tiddler story) ➤ Developing children’s understanding of the ‘story of numbers’ – the different 	<p>Literacy</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ➤ Talk for writing- learning and retelling stories using story maps and actions. ➤ Every morning talk for writing session – whole class retelling story using actions, incorporating modelled writing and some shared writing. Modelling writing in full sentences and using checklist to reinforce spacing, basic punctuation, segmenting for spelling, tricky words, making sure it makes sense. <p>Children creating story maps –retelling, changing parts, and then creating their very own versions.</p> <ul style="list-style-type: none"> ➤ Specific focus on scaffolding new vocab to ensure children are confident to use the new vocabulary independently when they reach the innovate stage and are creating their own narratives. ➤ 1 talk for writing book in full 3 week sequence- Sharing a shell. <p>For the rest of the key texts, use the story map element in whole class sessions and adult directed activities to retell the story.</p> <p>Continue with the modelled and shared writing for carpet sessions but instead of writing sentences for the story map, use different hooks- speech bubbles, writing full sentences with clues for our treasure map, or our message in a bottle etc.</p> <p>Adult directed activities for other key texts then support and scaffold writing through other avenues particularly within children’s role play (see independent writing opportunities below for examples).</p> <p>Independent writing opportunities: Writing pirate maps, messages in a bottle, wanted posters, under the sea songs, school registers in tiddler role play, creating information books about under the sea</p> <ul style="list-style-type: none"> ➤ Regular guided reading sessions every afternoon. Each child reads twice a week with an adult. ➤ Start phase 3 	<p>Understanding the World</p> <p>Possible activities:</p> <ul style="list-style-type: none"> ➤ Exploring under the sea habitats for fish, learning about the coral reef. ➤ At the beginning of the topic elicit from children any prior knowledge they may have – or address any misconceptions. Moving on from this generate curiosity by posing questions with “I wonder...” and encourage children to think of their own questions about what they would like to know more about. Use information books, visit to the library, iPads, the internet to scaffold children’s understanding of how we research. E.g: I wonder what sharks like to eat? I wonder if Jelly fish feel like jelly when you touch them?- ➤ Forest School sessions - encouraging the children to observe and comment on the changes they can see in the immediate environment. Also see attached Forest School sessions. ➤ Observational drawing of the winter trees in Highbury Fields. ➤ Explore materials to create a waterproof diving suit for Fizz- exploring properties of different materials and testing them in water. ➤ Testing materials and floating and sinking in lab 13 with Meg ➤ Local walks to identify key landmarks and significant places in our immediate environment – take photos and use in outdoor area to enhance role play and children’s talk about their local area. <p>Cooking:</p> <ul style="list-style-type: none"> • Weekly targeted groups • Encouraging the children to learn about healthy eating - & trying new foods • Learning about hygiene and handling foods • Cutting & prepping skills • Link some recipes to the topic 	<p>Expressive Arts and Design</p> <p>Possible activities:</p> <ul style="list-style-type: none"> • Children to film their own alternative endings to key texts read in class. Acting out using props to enhance their roles. • Expression to music- linked with PSE children make marks and share their thoughts and emotions about what the music reminded them of or made them think about and feel. Also movement to a range of ocean / water music – drips, waves crashing, soothing flow etc • Learning songs: Under the sea, the pirate song – when I was one, when I was 2. Singing dancing and using instruments to accompany. • Linking to friendship and sharing a shell and rainbow fish – create handprint fish puppets • 3d octopus – developing children’s interest in creating 3d structures. • Egg and shoe box under water coral reef boxes- children to work in pairs to create and design their own coral reef with moving characters. • Tea bags to stain and create their own treasure maps – how to make things look old and worn. • 2simple software for creating pictures • Programming bee bots • Designing and creating pirate underpants with children <p>Further Topic linked art ideas:</p> <ul style="list-style-type: none"> • Octopus textile tentacles • Woven paper turtles • Ocean thumbprints – creatures • Wax/water colour washes – seascapes • Shark headbands • Creating new sea creature collages by combining body parts and renaming! (using real photographs)
---	---	---	---

Gillespie Reception Medium Term Plan

Date: Spring 1 2023

<p>ways to make 5 – 1 and a 4, 4 and a 1, 2 and a 3, 3 and a 2. Develop children's understanding of this relationship between numbers by using number blocks and numicon.</p> <ul style="list-style-type: none">➤ Surveys and bar charts also using tallying to find out the most popular character in the story, most popular coloured pirate flag, most popular sea creature.➤ Capacity- using boats and range of tubes, containers and tubs varying in size and height. Developing vocab of full, half-full, empty.➤ Estimation linking to boats – using the practical objects children to estimate how many people will fit into the small/medium/large boat – then change the size of the people to scaffold children's language of size and understanding of space and capacity.➤ Sorting land, sky and sea animals – developing children's language of comparison and recognition of trends and patterns.➤ Positional language and directional language – using pirate maps and treasure hunts.➤ Supporting children to represent how they visually see maths problems – how children show addition/ subtraction. Lots of practical problem solving using objects and having range of equipment and resources for children to draw/ mark make with – whiteboards, large rolls of paper etc.	<ul style="list-style-type: none">➤ Phase 2 phonics booster groups led by Anna- every day for 15 mins with specific children.➤ Segmenting for spelling display being used by adults with small groups of children during free flow time.➤ Creating under the sea information books to accompany children's under the sea story tanks.	<ul style="list-style-type: none">• Pirate pizza• Bread rolls• Cucumber sushi• Frozen fruit kebabs• Rainbow salad	
--	---	---	--

Gillespie Reception Medium Term Plan

Date: Spring 1 2023

<p>Characteristics of Effective Learning</p> <p>Playing and exploring - engagement Finding out and exploring Playing with what they know Be willing to 'have a go'</p> <p>Active learning – motivation Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do</p> <p>Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things</p>	<p>Assessment Spontaneous 'significant achievement' observations Ongoing evidence on Tapestry. Assessment based on updated development matters statements</p> <p>Phonics: Phase 3</p>	<p>Environment/Resources Weekly morning sessions to Gillespie Nature Reserve for Forest School</p>	<p>Parents Parents accompanying the class to Forest School weekly. Parents contributing to Tapestry pages and also with WOW cards.</p>
---	--	--	---