

FOUNDATION STAGE RECEPTION MID-TERMLY PLANNING SHEET: **Habitats and Environments** SUMMER 2

IN ORDER TO BETTER PLAN PROVISION TO ENHANCE THE CHILDRENS LEARNING. ALL CHILDREN WILL BE MONITORED THROUGH A SERIES OF OBSERVATIONS, APPROPRIATE CHALLENGES AND SUPPORT WILL BE PROVIDED BASED ON THESE OBSERVATIONS

<p>CHARACTERISTICS OF EFFECTIVE LEARNING: ACTIVE LEARNING: Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their goals • Being proud of how they accomplished something • Enjoying meeting challenges for their own sake i.e. intrinsic motivation <p>CREATING AND THINKING CRITICALLY: Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things 	<p>Help children to develop their own motivations by talking about learning- how and why! Notice what arouses children's curiosity, watch their deep involvement to identify learning that is intrinsically motivated. • Ensure they have time and freedom to become deeply involved in activities. • Keep significant activities out.</p> <ul style="list-style-type: none"> • Help them to keep ideas in mind and develop interests over a period of time by reviewing/taking about past work; make space and time for all children to contribute. <p>Specific 'thinking' vocabulary: <i>think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i></p> <ul style="list-style-type: none"> • Model being a thinker, showing that you don't always know but can find out. • Encourage open-ended thinking by not settling on the first ideas: <i>What else</i> is possible? • Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea. • Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play. • Give children time to talk and think. • Value questions, talk, and many possible In planning activities, ask yourself: <i>Is this an opportunity for children to find their own ways to represent and develop their own ideas?</i> • Build in opportunities for children to play with materials before using them in planned tasks.
<p>A Unique Child</p>	<p style="text-align: center;">Positive Relationships/Enabling environments</p>
<p>PSED MFB – Beginning to be able to negotiate and solve problems without aggression. (40-60) MFB – Aware of the boundaries set and of behavioural expectations in the setting (40-60) MR- Initiates conversations, attends to and takes account of what others say. (40-60) MR – Explains own knowledge and understanding and asks appropriate questions of others(40-60) MR – Takes steps to resolve conflicts with other children (40-60) SCSA – Confident to speak to others about own needs, wants, interests and opinions. (40-60) SCSA – Can describe self in positive terms and can talk about own abilities (40-60) ELG06 ELG07 ELG08</p>	<p>Inclusion of 'free choice' activities inspired by observations in weekly plans.</p> <p>PSHE:E-safety ICT 'Ready to Go'</p> <p>Transition ideas: Book "All About Me"; "What I like and dislike", "I am good at... "In our class"; for new reception children (Photos and writing) Story swaps (N/Rec/Yr 1) Meet/visit teachers, discuss feeling about Year 1: Talk about year one – what do they know and what do they expect.</p>
<p>PHYSICAL DEVELOPMENT MH- Begins to form recognisable letters (40-60) MH- Begins to use anti-clockwise movement and retrace vertical lines(40-60) MH- Travels with confidence and skill around under over and through balancing and climbing equipment (40-60) MH – Experiments with different ways of moving (40-60) HSC – Shows understanding for the need for safety when tackling new challenges and considers and manages some risk (40-60) HSC– Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health 40-60 HSC – Eats a healthy range of foodstuffs and understands need for variety in food (40-60) HSC – Shows understanding of how to transport and store equipment safely. (40-60) (TI – Teacher initiated) Dress and undress independently and manage their own personal hygiene ELG04 ELC05</p>	<p>Ugly bug ball, moving along like a minibeast, using different parts of body. Eg. slithering. Playground games – bean bags – throwing and catching, balls - kicking and shooting Brain gym or bean bags activities in am. Use snug and outdoor for children to move and construct new combinations of equipment. Recognise the importance of being healthy – link to vegetable patch. Linked to Very Hungry Caterpillar. Make posters about being healthy. Hungry caterpillar book (healthy version) Focus on names, capital letters in correct places. (Linked to writing/reading) PE: Small apparatus: Hockey, tennis, football, races, relays.</p>

<p>COMMUNICATION AND LANGUAGE LA – Two-channelled attention, can listen and do for short span.(40-60) LA - Maintains attention,concentrates can listen and do for short span (40-60) U- Listen and responds to ideas expressed by others in conversational discussion (40-60) U- Able to follow story without pictures or props (40-60) U – Begin to understand why and how questions.(40-60) S – Links statements and sticks to a main theme or intention (40-60) S- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40-60) S – Uses talk to organise sequence and clarify thinking, ideas, feelings and events(40-60) ELG01 ELG02 ELG03</p>	<p>Discuss animal habitats – desert, polar, jungle, rainforest, farm, woodland etc Develop topic vocabulary and make word banks inside and outside of the classroom Discuss safety (PSHE) and what/who makes us feel safe Question of the day/week C able to express themselves verbally - describing a model to class; singing on own; sharing things brought in from home - showing'; 'WOW moments; home school toy; Circle Times. Follow instructions in P.E and outdoor games. Be able to explain why we warm up and cool down. letter sounds, segmenting and blending and introducing a greater variety of words (i.e the first 100 common words and vocabulary stemming from stories/200 words from letters and sounds for exceeding) link to Letters and Sounds. Daily word blending/segmenting. Model 'phonetically plausible' writing on the board in whole class sessions. Devise simple writing activities that involve children applying their phonic knowledge- differentiate according to ability – Fred Talk/ sound boxes for spelling /fingers for number of sounds/sound buttons Continue with 'air writing', gloop, sand, large scale letter formation on paper/whiteboards... Role-play, garden centre, animal sanctuary, park, garden (design seed packets) Handwriting: letters and numbers. Correct orientation to be practiced during all writing sessions.</p>
<p>LITERACY READING R- Begins to read words and simple sentences (40-60) R- Can segment the sounds in simple words and can blend them together, knows which letters represent some of them (40-60) R - Links sounds to letters naming and sounding the letters of the alphabet.(40-60) R- Knows that information can be retrieved from books and computers (40-60) R- Continues a rhyming string (40-60) R – Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books (40-60) ELG09 ELG10 WRITING W - Use writing as a means of recording and communicating 40-60 HW – Begin to form recognisable letters 40-60 W - Links sounds to letters naming and sounding the letters of the alphabet.(40-60) W-Uses some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence (40-60) W- Hears and says the initial sounds in words (40-60) W- Gives meaning to marks as they draw, write and paint (40-60) W – Write own name and other things such as labels, captions (40-60) W - Attempts to write short sentences in meaningful contexts (40-60) ELG10</p>	<p>Writing:– Consolidation of phases 2 & 3 sounds; reading and spelling words; Phase 4 words and sentences. Introduce Capital letter, full stop, question mark and exclamation mark (Link to whole class/group reading sessions. Can children tell you where the capital letter, punctuation marks are?) Make non-fiction books about animal habitats and link to reading non-fiction books – comprehension. Introduce non-fiction terminology – contents, index, glossary. Have a go at writing for different purposes. Labelling pictures such as minibeasts in their environments. Simple zig-zag non-fiction books, eg. Favourite minibeast. Reading: Continue weekly group reading sessions Continue to play reading games and puzzles through whole class revision of words on lists 1, 2 & 3, common words and sight words. Introduce more non-fiction books in group reading and whole class - Topic (linked with non-fiction zigzag books in writing) Use Espresso and ICT to develop non-fiction reading skills Topic Books e.g.Tadpole's promise,The Very Hungry caterpillar, The Bad Tempered Ladybird, What the ladybird heard, commotion in the ocean, Mr Gumpy's Outing etc Non-fiction texts about mini beasts and water Focus on; Phase 3 sounds and Phase 4 activities. Introduce the Phase 5 phonics to the HA group in their reading sessions: ay, oy, ou, ea,ir,aw, ew, a-e, i-e,o-e, u-e, (+ ow blow the snow) Continue with 'Big Book' sessions, group reading and library sessions Continue with whole class shared writing session on carpet to reinforce L to R directionality, finger spacing, punctuation, use of upper and lower case letters Explore descriptive words, eg ooze, plop, drench, moist, squishy.</p>
<p>MATHEMATICS N – Counts objects to 10, and begin to count beyond 10(40-60) N- selects the correct numeral to represent 1-5, then 1-10 objects. (40-60) N –Finds...1 less from a group up to 5/10/20 (differentiated) N – Records using marks that they can interpret and explain. (40-60) N – Estimates how many objects they can see and checks by counting them (40-60) SSM – Uses familiar objects and common shapes to create and recreate patterns and build models. SSM – Beginning to use mathematical names for solid 3d shapes and for flat 2d shapes, and mathematical terms to describe shapes (40-60) SSM – Selects a particular named shape (40-60) ELG11 ELG12</p>	<p>Mental maths e.g. I have three doughnuts and two people, how can I share the doughnuts fairly? Tally charts –favourite animal Seasons and months in each season. Minibeast tally and count up large number of bugs. Learn numerals to 20 and beyond – differentiated. Counting and number matching assessment individual to each class interests. Calc – adding and subtracting, where appropriate recording with symbols – own class activities – possibly use templates. 2d and 3dshapes – incidental activities and carpet sessions. Heavy/light /volume - incidental and interventional use of language and questioning throughout half term. SSM. Incidental looking at clock at various points of day. Have pictures around the clock of key times eg lunch, playtime, tidy up time etc. O'clock and half past only. PS – estimates and predictions.- objects in a jar – daily carpet activity, guessing quantity. PS – Money and real life problems. – role play indoor and outdoor. (garden centre/seed packets) Recognising coins. Number bonds to 5 and number bonds to 10. (ladybird game, matching cards etc or how many more spiders to make 5). Symmetry.</p>
<p>Understanding The World T – Completes a simple program on a computer (40-60) T - Shows an interest in technological toys with knobs or pulleys or real objects e.g. mobile phones(30-50) T – Shows skill in making toys work by pressing parts or lifting flaps to achieve effects e.g. movement, sound, images etc (30-50)</p>	<p>Similarities and differences – animals and habitats Map making – related to animal habitat Sensory tables e.g. foliage – plants; surface – ice, rock, soil sand Animal tracks – identify the animal Senses table in class – Each week have an exploration table for children to explore different senses – sight, sound, touch, smell, taste.</p>

<p>TW – Looks closely at similarities, differences, patterns and change (40-60) ELG13 ELG14 ELG15</p>	<p>Chalkwell – July 5th. Investigating environment. Minibeasts facts and tactile table. use of Science pod. Magnifying glasses for bug hunts. Hatching butterflies. Trips to the vegetable garden - weeding, watering & making note of any changes. Cooking sessions using vegetables from the garden. Make links with PD e.g. recognise those things which keep us healthy Make minibeasts out of junk-tights, socks.</p>
<p>Expressive arts and design EUMM – Begins to build a repertoire of songs and dances (40-60) EUMM – Experiments to create different textures and manipulates materials to achieve a planned effect (40-60) EUMM – constructs with a purpose in mind, using a variety of resources. (40-60) EUMM - explores the different sounds of instruments (40-60) BI- Captures experiences and responses with a range of media such as music, dance, and paint and other materials or words. (30-50) BI- Chooses particular colours to use for a purpose. (40-60) BI – Play cooperatively as part of a group to develop and act out a narrative.(40-60) BI – Introduce a storyline or narrative in their play (40-60) ELG16 /ELG17</p>	<p>Learn songs and dances for concert/weekly singing sessions Use Playdough/plasticine to make animals Clay tiles - animals String/polystyrene prints Music sessions once a week – using boxes of instruments – and outside Free experimentation with instruments which produce a insecty sound eg chime bars, egg shakes, rain makers Structured role play based on garden centre, park etc Travel agents. Caterpillar/worm dancing. Acting out stories, Singing songs about minibeasts/ water: Down by the bay, Apuski Duski.</p>