

## Medium Term Planning

### Topics: Farmer Duck Reception W.B. 26.9.22 3-4 yrs & Reception Development Matters Statements

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Build constructive and respectful relationships.</p> <p><b>Activities</b> Explain what they think will happen next in the story. Explain why Farmer Duck was feeling sad. Participate in a variety of activities within the continuous provision based on Farmer Duck.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Use new vocabulary in different contexts. Listen to &amp; talk about stories to build familiarity &amp; understanding. Retell the story some as exact repetition &amp; some in their own words.</p> <p><b>Activities</b> Listen to other people's ideas about Farmer Duck. Act out the story using the repeated refrains. Talk about how they would feel if they were in Farmer Duck's situation. Share opinions about the story.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Activities</b> Use scissors to cut materials to create a collage of the characters. Use a dominant hand to carry out 'fiddly fingers' activity. Label a picture by writing the initial sounds next to the items. Cut out a character from the Farmer Duck story &amp; attach to a lolly stick to make a puppet</p>

#### The Specific areas of learning

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Read individual letters by saying the sounds for them. Form lower case letters correctly.</p> <p><b>Activities</b> Identify the initial sound they can hear for the names of the characters. Write the initial sound they can hear next to a picture. Write any other sounds they can identify in the word. Put their name on their work.</p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Count objects, actions and sounds. Subitise</p> <p><b>Activities</b> Play games to match numerals and quantity. Count to 12 and identify numeral on the number line. Count out the correct number of animals to go in the farmyard. Make farm pictures using 2D shapes. Subitise amounts of Farmyard pictures</p>	<p>-Understand the key features of a lifecycle of an animal. -Understand the need to respect &amp; care for the natural things &amp; all living things. -Recognise some environments are different to the one in which they live.</p> <p><b>Activities</b> Talk about things which grow on a farm. Talk about the environment around them. Talk about the names of the baby animals</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Develop storylines in their pretend play. Sing in a group or on their own increasingly matching the pitch &amp; following the melody.</p> <p><b>Activities</b> Create a collage of the different animals on the farm. Create a farm to play with in the Small world, including barns and a house for the farmer using resources available. Act out the story of Farmer Duck with other children. Sing 'Old McDonald Had A Farm'</p>