

## Medium Term Planning

### Topics: Farmer Duck Reception W.B. 02.10.23 3-4 yrs & Reception Development Matters Statements

| Personal, Social and Emotional Development  | Communication and Language   | Physical Development  |
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| <p>Play with one or more other children, extending and elaborating play ideas.<br/>Increasingly follow rules, understanding why they are important.<br/>Do not always need an adult to remind them of a rule.<br/>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.<br/>Build constructive and respectful relationships.</p> <p><b>Activities</b><br/>Explain what they think will happen next in the story.<br/>Explain why Farmer Duck was feeling sad.<br/>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.<br/>Use a wider range of vocabulary.<br/>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.<br/>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."<br/>Use new vocabulary in different contexts.<br/>Listen to &amp; talk about stories to build familiarity &amp; understanding.<br/>Retell the story some as exact repetition &amp; some in their own words.</p> <p><b>Activities</b><br/>Listen to other people's ideas about Farmer Duck.<br/>Act out the story using the repeated refrains.<br/>Talk about how they would feel if they were in Farmer Duck's situation.<br/>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.<br/>Use one-handed tools and equipment, for example, making snips in paper with scissors.<br/>Use a comfortable grip with good control when holding pens and pencils.<br/>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.<br/>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><br/>Use scissors to cut materials to create a collage of the characters.<br/>Use a dominant hand to carry out 'fiddly fingers' activity.<br/>Label a picture by writing the initial sounds next to the items.<br/>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<br/>Engage in extended conversations about stories, learning new vocabulary.<br/>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.<br/>Write some or all of their name.<br/>Read individual letters by saying the sounds for them.<br/>Form lower case letters correctly.</p> <p><b>Activities</b><br/>Identify the initial sound they can hear for the names of the characters.<br/>Write the initial sound they can hear next to a picture.<br/>Write any other sounds they can identify in the word.<br/>Put their name on their work.</p> | <p>Recite numbers past 5.<br/>Say one number for each item in order: 1,2,3,4,5.<br/>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').<br/>Show 'finger numbers' up to 5.<br/>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.<br/>Count objects, actions and sounds.<br/>Subitise</p> <p><b>Activities</b><br/>Play games to match numerals and quantity.<br/>Count to 12 and identify numeral on the number line.<br/>Count out the correct number of animals to go in the farmyard.<br/>Make farm pictures using 2D shapes.<br/>Subitise amounts of Farmyard pictures</p> | <p>-Understand the key features of a lifecycle of an animal.<br/>-Understand the need to respect &amp; care for the natural things &amp; all living things.<br/>-Recognise some environments are different to the one in which they live.</p> <p><b>Activities</b><br/>Talk about things which grow on a farm.<br/>Talk about the environment around them.<br/>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.<br/>Draw with increasing complexity and detail, such as representing a face with a circle and including details.<br/>Take part in simple pretend play, using an object to represent something else even though they are not similar.<br/>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.<br/>Develop storylines in their pretend play.<br/>Sing in a group or on their own increasingly matching the pitch &amp; following the melody.</p> <p><b>Activities</b><br/>Create a collage of the different animals on the farm.<br/>Create a farm to play with in the Small world, including barns and a house for the farmer using resources available.<br/>Act out the story of Farmer Duck with other children.<br/>Sing 'Old McDonald Had A Farm'</p> |