



## Reception Medium Term Planning

### Topic: Walk on the Wild Side



Children will take a walk on the wild side, exploring the creatures that inhabit our world, and the impact we as humans, have on the world.

<b>What will we know, do and understand?</b>	Children will learn all about all of the wonderful creatures that inhabit our world. Beginning with looking at bee's and their important job pollinating the plants then moving onto the bigger creatures and the habitats in which they live. We will then explore the impact of our lifestyles, looking at deforestation and pollution.
<b>Key vocabulary</b>	<b>Tier 1:</b> warm wet muddy trees leaves lion tiger bear elephant monkey bear sloth butterfly snake frog bird spider <b>Tier 2:</b> bamboo vines river waterfall shrub emergent understory forest floor canopy layer lifecycle <b>Tier 3:</b> oxygen pollenate habitat equator tropic ecosystem equator camouflage deforestation endangered preserve climate pollution
<b>Inquiry Questions</b>	Why are bees important? What is pollination? Can you name the layers of the rainforest? Which animals live in the layers of the rainforest? Which animals are becoming endangered? How can we help the animals?

Date W/C	23/2/26	2/3/26	9/3/26	16/3/26	23/3/26	30/3/26
<b>Wow Moments</b>	Shrove Tuesday- Pancake making	World book day	British Science Week Mother's Day craft	Holi festival celebration	Jungle fact files	Holy week

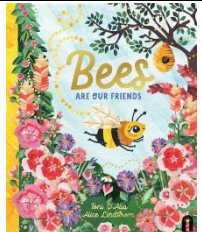
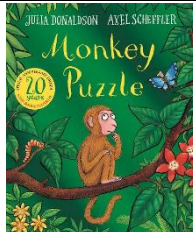
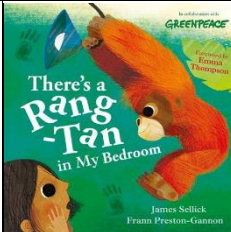
Parental Engagement	<p>Parents invited into school for RE Easter sessions.</p> <p>Updating website with topic newsletters to ensure parents know what their child is learning.</p>					

Prime Areas of Learning	
<b>Communication and Language</b> Listening, Attention and Understanding	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Continue to retell key stories.</p>
<b>Communication and Language</b> Speaking	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why things might happen.</p>

<b>Personal, Social and Emotional Development</b> Self-Regulation	<p>Show resilience and perseverance in the face of challenge. Learn strategies that help us to regulate our emotions. (Handling/caring for animals at the YWP).</p>
<b>Personal, Social and Emotional Development</b> Managing Self	<p>Shows understanding that good practices with regards to exercise, eating, drinking can contribute to good health. Show resilience and perseverance in the face of challenge. Know and talk about different factors that support their overall health and wellbeing.</p>
<b>Personal, Social and Emotional Development</b> Building Relationships	<p>Recognise that there are similarities and differences between everyone and celebrate this.</p> <p>Handling/caring for ducklings Mother's Day.</p>

<b>Physical Development</b> Gross Motor skills	<p>Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance and yoga</p> <p>PE: Foundation Unit Scotties Heroes</p>
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<b>Physical Development</b> Fine Motor skills	Hold a pencil effectively in preparation for fluent writing.
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<b>Literacy</b> Key texts	Bees Are Our Friends		Monkey Puzzle		There's a Rangan in my Bedroom		
<b>Literacy</b> Comprehension	Develop an understanding of storytelling vocabulary, what characters, setting, events are. Talk about why things happen, how characters might feel, how things could have happened differently.						
<b>Literacy</b> Word Reading	Read common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment. World Book Day. Reading story-telling vocabulary.						
<b>Literacy</b> Phonics	By the end of spring 2, children in reception will read red storybooks and read Set 1 Special Friends						
<b>Literacy</b> Writing	<p>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. Form capital letters correctly. Spell some common exception words.</p> <p>Handwriting</p> <p><b>Book work</b></p> <p>Children imagine fluttering around the garden and writing what they can see.</p> <p>Write descriptive sentences to help baby monkey find her mum</p> <p>Write signs to campaign against deforestation</p>						

<b>Mathematics</b> Number	Using ten frame and counters, and the part whole model to explore the concept of number bonds to 10. Begin to work with subtraction number bonds, following the missing part structure.
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<b>Mathematics</b> Numerical Pattern	Exploring the concept of addition by combining two groups of objects and of subtraction as the difference between two amounts. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes. Compare height.
<b>Mathematics</b> Ark Maths	<u>Doubling and halving</u> -Relationship between doubling and halving <u>Shape and Pattern</u> • Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns <u>Securing addition and subtraction facts</u> <u>Number patterns within 20</u> • Count up to 20 objects and recognise different representations •Order and explore number patterns to 15 •One more or fewer
<b>Mathematics</b> Vocabulary	Add, more, fewer, half, double, minus, number track, sum, venn diagram, total, number bond, side, vertex, vertices, part, whole, plus, subtract, takeaway

<b>Understanding the World</b> Past and Present	Compare and contrast characters from stories, including figures from the past.  Compare before and after pictures of deforestation. Talk about why this has happened and what we can do to help the future of our wild animals. Discuss the importance of caring for our world and everything in it.
<b>Understanding the World</b> People, Cultures and Communities	Explore life cycles.  Identify simple features of religious life and practice in a family context. Chinese Food tasting. Shrove Tuesday-pancake tasting. Recreate religious and belief stories through small world play. Use their senses to investigate religion and belief Hot Cross bun/Easter egg tasting.
<b>Understanding the World</b> The Natural World	Create opportunities to discuss how we care for the natural world around us. After close observation, experience different types of scientific enquiry (Identifying, grouping, classifying Minibeasts).  Understand the key features of the life cycle of a plant and an animal.  Explore changes in states of matter (chocolate) - Easter baking

<b>Expressive Arts and Design</b>	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore use and refine artistic effects to express their ideas and feelings - sculpture - wild animals. Easter craft. Drawing a Spring poster Mother's Day craft Easter craft.
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<b>Creating with Materials</b>		
<b>Expressive Arts and Design</b> Bring Imaginative and Expressive	Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play	
<b>Kapow</b> Music and Art	Musical Stories	Let's get crafty
<b>Artist</b>	Kandinsky	

<b>RE</b>	Gathering (Eucharist - Relating) Growing (Lent - Easter - Giving) Other faith - Diwali
<b>RSE</b>	Role Model Who's who? You've got a friend in me Forever friends