

EYFS - Learning Challenge Curriculum - Medium Term Planning



Year: Reception

Date: Spring 2

Teacher: R Unwin, R Dale

Class: Robins and Swans

Partner class: HMO EY

Prime learning challenge: A Bug's Life (No Place Like Home)

<p align="center">Wow!</p> <p align="center"><small>Experiences/hooks/visits/visitors that will engage learners</small></p>	<p align="center">Key Vocabulary</p>	<p align="center">Inclusion planning</p>
<p>Caterpillars/butterfly life cycle in. Camping Day The Ugly Bug Ball.</p>	<p align="center">Cocoon, hibernate, metamorphosis, crystallise, habitat, nocturnal,</p>	<p align="center">N/A due to Covid 19</p>

Planned outcomes

What are the children working towards? To include the more able and less able.

<p>Personal, Social & Emotional (PSED)</p> <p>30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Eye on the goal -They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Physical Development (PD)</p> <p>30-50 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>40-60 Handles tools, objects, construction and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eye on the goal -They handle equipment and tools effectively, including pencils for writing.</p>
<p>Literacy (L)</p> <p>30-50 Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Understands 'sentences' have a beginning and an end. Use recognisable letters from own name.</p> <p>40-60 Attempts to write short sentences in meaningful contexts. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Eye on the goal -They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Communication and Language (CL)</p> <p>30-50 Builds up vocabulary that reflects the breadth of their experiences.</p> <p>40-60 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Listens and responds to ideas expressed by others in conversation or discussion. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Listens to stories from beginning to end.</p> <p>Eye on the goal -They answer 'how' and 'why' questions about their experiences and in response to stories or events. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>
<p>Mathematics (M)</p> <p>30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Eye on the goal -They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Understanding the world (TW)</p> <p>30-50 Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>40-60 Shows interest in the lives of people familiar to them.</p> <p>Notice that other children don't always share same interests.</p> <p>Notice that others have different special days, e.g. birthdays</p> <p>Eye on the goal -They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>

Expressive Arts and Design (AD)

30-50 Developing preferences for forms of expression. Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, including rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences and builds stories around toys, e.g. farm animals needing rescue. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.

Eye on the goal -They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Date:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Learning Challenge	Caterpillars to come in.	Observing the Caterpillars	Caterpillars to metamorphosize into butterflies.	Release butterflies	Bug Hotel	Camping Day	The Ugly Bug Ball.
PSED	Discuss the caterpillars and how to look after them.	Observe the caterpillars and question how they may feel.	Class circle recapping our class behavioural expectations.	Discussion on feelings. Hold a class circle and discuss the feeling of excitement.	Discussion on feelings. Hold a class circle and discuss the feeling of worry.	Discussion on feelings. Hold a class circle and discuss the feeling of anger.	Discussion on feelings. Hold a class circle and discuss the feeling of happiness.

PD	Pencil control – pencil grip and clockwise and anti-clockwise movements.	Pencil control – pencil grip and clockwise and anti-clockwise movements. Letter formation	Children to design climbing courses (outside). Move large climbing equipment safely in small groups.	Children to design climbing courses (outside). Move large climbing equipment safely in small groups.	Children to design climbing courses (outside). Move large climbing equipment safely in small groups.	Fine motor skills (chopping) Linked to baking for the ugly bug ball.	Fine motor skills (chopping) Linked to baking for the ugly bug ball.
CL	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.	During planning sessions, scaffold the children to lead their own session, using shared sustained thinking.	During planning sessions, scaffold the children to lead their own session, using shared sustained thinking.	During planning sessions, scaffold the children to lead their own session, using shared sustained thinking.	During planning sessions, scaffold the children to lead their own session, using shared sustained thinking.
L (including suggested texts)	Phase 3 phonics recap Caption reading and writing The Very Hungry Caterpillar	Phase 3 phonics recap Caption reading and writing Butterflies	Phase 3 phonics recap Caption reading and writing What the Ladybird heard	Phase 3 phonics recap Caption reading and writing Butterfly non fiction book.	Phase 3 phonics recap Caption reading and writing What the ladybird heard next	Phase 3 phonics recap Caption reading and writing Mad about minibeasts	Phase 3 phonics recap Caption reading and writing The ugly bug ball

Continue structured guided reading daily.

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M	Week of exploring Magic Numbers	Recap addition and subtraction, counting on and back.	Introduce and explore numberblock 11.	Introduce and explore numberblock 12.	Introduce and explore numberblock 13.	Introduce and explore numberblock 14.	Introduce and explore numberblock 15.
Music/ Baking	Learn part of 'The Ugly Bug Ball' song	Learn part of 'The Ugly Bug Ball' song	Learn part of 'The Ugly Bug Ball' song	Learn part of 'The Ugly Bug Ball' song	Learn part of 'The Ugly Bug Ball' song	Prepare food for our Ugly Bug Ball	Prepare food for our ugly bug ball
UW & Forest School	Nature Detectives. what can we spot?	Mini Beast detectives.	Butterfly decorating. Decorate wings with natural materials found.	Chalk mini beasts. Draw the mini beasts we see in the sensory garden and discuss.	Hungry Caterpillar. Create caterpillars with natural materials, can we feed him something for each day of the week?	Mini Beast soer, find the mini beasts on lolly sticks. Sort into hoops. Choose a mini beast and make a home for it.	Nature Detectives. What can we spot?