

## EYFS - Learning Challenge Curriculum - Medium Term Planning



<b>Year: Reception</b>	<b>Date: Spring 1</b>	<b>Teacher: R Unwin, R Barr</b>	<b>Class: Robins and Swans</b>	<b>Partner class: HMO EY</b>
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**Prime learning challenge: Protecting What's Precious**

<b>Wow!</b> <small>Experiences/hooks/visits/visitors that will engage learners</small>	<b>Key Vocabulary</b>	<b>Inclusion planning</b>
Season Walk Rescue Mission Litter picking and follow-up season walk	Habitat, ice, freeze, melt, snow, flurry, seasons, winter, spring, summer, autumn, earth, planet, environment, nocturnal, predator, prey.	Involve partner classes on our seasons walk and vert visit.

<b>Date:</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Learning Challenge</b>	Chick Incubation or Seasons walk.	Rescue Mission! Animals trapped in ice (Toys)	Vet visit		Toothbrush Packs		Litter Picking and follow-up season walk.
<b>PSED</b>	Discuss findings from our seasonal walk. How might the animals feel? Why? What could we do?	Focus on resilience and perseverance when rescuing the animals from the ice. Ensure we have a thick chunk of ice which will take a while to melt.	Discussing questions to ask the vet about caring for animals?	Children to discuss different emotions. Look at happy, angry, sad. Can children identify and describe these?	Discuss how we can look after ourselves and our teeth. Introduce the toothbrush packs. Model how we brush our teeth and look after them to keep them clean.	Children to discuss different emotions. Look at excited, worried, scared. Can children identify and describe these?	Discussion around being a safe pedestrian and how we can be ones on our trip.

<b>PD</b>	Pencil control – pencil grip and clockwise and anti-clockwise movements.	Threading skills - Children to thread cereal onto pipe cleaners to make bird feeders (Linked to topic when ground is icy.)	Pencil control – pencil grip and clockwise and anti-clockwise movements. Letter formation  Fine motor skills (chopping)	Children to design climbing course (outside). Move large climbing equipment safely in small groups.	Children to design climbing course (outside). Move large climbing equipment safely in small groups.	Experiments with different ways of travelling, jumping and landing. Create different paths on their obstacle course.	Pencil control, letter formation.
<b>CL</b>	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on vocabulary from one of our topic books.  Introduce vocabulary from our progression on vocabulary forms in each area of provision.	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on vocabulary from one of our topic books.  Introduce vocabulary from our progression on vocabulary forms in each area of provision.	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on vocabulary from one of our topic books.  Introduce vocabulary from our progression on vocabulary forms in each area of provision.	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on vocabulary from one of our topic books.  Introduce vocabulary from our progression on vocabulary forms in each area of provision.	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on vocabulary from one of our topic books.  Introduce vocabulary from our progression on vocabulary forms in each area of provision.	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on vocabulary from one of our topic books.  Introduce vocabulary from our progression on vocabulary forms in each area of provision.	Children to listen to their friend's ideas and ask questions/offer suggestions to extend their ideas.  Each week, focus on vocabulary from one of our topic books.  Introduce vocabulary from our progression on vocabulary forms in each area of provision.

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<b>L</b> (including suggested texts)	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions  Introduce new text Snow Seasons come, seasons go	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions  Introduce new text Secrets of winter	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions  Introduce new text The fox in the dark	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions  Introduce new text Out and about (Poetry)	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions  Introduce new text First facts: Seasons	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions  Introduce new text Tidy	Continue to follow the Little Wandle program. (Phase three, daily guided reading and catch up groups.) Daily review sessions  Introduce new text Micheal Recycle
<b>M</b>	Number 6 introduction and subitise Dice games Drawing arrangements Copying arrangements Showing (introduce bunny ears)	Number seven introduction. Exploring number seven and counting up to. Partitioning and exploring 7.	Number talks - perceptually subitising recognising numbers within numbers	Number eight introduction. Exploring number eight and counting up to. Partitioning and exploring 8.	Number nine introduction. Exploring number nine and counting up to. Partitioning and exploring 9.	Number ten introduction. Exploring number ten and counting up to. Partitioning and exploring 10.	Concept map week. Children to explore a different number 1-10 each day and 'show off' their knowledge.
<b>UW</b>	Season Walk to ..... Children to look carefully at	Looking at freezing and melting. Children to	Linked to the vet visit - Question on how seasons may affect	Observational art on forest schools. Black chalk)	Map activity (Our animal friends are lost and need your help to find	Look at the current season in our country	Follow-up seasons walk. Children make observations of

	what has changed in the environment. Discuss what these changes might cause.	experiment with different ways of melting, looking at changing states of matter.	animals and how we can care for them.		them) - Book Lost and found Children to follow a simple map to find the penguin.	and compare it to others.	changes and similarities in the environment from our first season's walk. Children pick up litter and to understand how it is helping our planet.
<b>Music/ Baking</b>	Introduce 'Old Mr. Woodpecker' song. Children practice and find the rhythm.	Sing 'Old Mr. Woodpecker' song. Children to explore the rhythm.	Fruit kebabs - chopping fruit and looking at what is healthy.	Introduce: 'Rain is falling down' song. Children practice a range of pitches.	Sing 'Rain is falling down' song. Children practice a range of pitches.	Sing 'Rain is falling down' song. Children practice a range of pitches.	Valentine's Baking.