

Heptonstall School Reception Medium Term Plan (Foundation Subjects)



Autumn 1: If You Go Down to the Woods Today...

Personal, Social & Emotional Focus PSHE: Jigsaw Unit: Being Me in My World RE Unit F.4: Where Do We Live and Who Lives There?	Expressive Arts & Design Focus Explores, uses, and refines a variety of artistic effects to express ideas and feelings. Safely uses and explores a variety of tools, techniques, and materials, experimenting with color, design, texture, and form	Understanding the World Focus People and Communities, Past and Present
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	<u>Lesson One</u>	<u>Lesson Two</u>	<u>Lesson Three</u>
Week One	<u>Me, Myself and I</u> Objective: Develop a positive sense of identity Develop confidence and self esteem Recognise values and similarities and differences between themselves and others Understand that I belong to a group and that we are all similar and different. Look at self in mirror. Look at each other and begin to realise you both look different. Mime pointing to your hair, clothes, eyes etc. Read book about differences. Tell: All the children in the book have eyes, All the children do not have the same colour eyes... look. Display different eye colour flashcards. Repeat sequence with hair and skin colour. Explain: In this story the children are saying what they like about themselves. Hold the mirror up and look at	<u>How am I feeling?</u> Objective: I can start to recognise and name my feelings. - Begin to connect emotions to colours - Begin to name emotions - Become familiar with the mood meter Vocabulary: feelings, happiness, sadness, anger, calm, proud, scared, silly, shy. Read the colour poem and introduce feeling monsters Red and yellow and green and blue, Black and pink are feelings too.	 <u>Big feelings</u> Objective: I recognise that everyone has feelings and that big feelings are normal. - Explore what happens when feelings become big and overwhelming. - Understand that feelings grow and then they pass. - Begin to understand that emotions on the inside show on the outside through our faces and bodies. - Understand some simple strategies for noticing big feelings: stop, breathe, notice Display calming ocean with gentle waves on the board whilst children are gathering on the carpet. Repeat the colour poem. Then focus on the red mood monster. How does this monster feel? Adult make an angry face and describe what it looks like: "my mouth frowns, my eyebrows pull down... let me see your angry face!"

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	yourself again. Choose something to say you like about yourself. e.g. "I like my brown hair". Pass the mirror around and give each child a chance to look into the mirror and share something they like about themselves. Reinforce by saying to each child 'Yes that makes you special'. Keep a mirror available in the classroom throughout the year.	<i>So many colours I can feel, Each and every one is real.</i> <i>Sometimes I feel red. I'm angry and mad. Sometimes I feel blue I'm low and I'm sad</i> <i>Sometimes I feel green, I'm peaceful and mellow Sometimes, I'm excited and happy, That's yellow!</i> <i>Sometimes I feel black, I'm worried and scared. Sometimes I feel pink, I feel loved and cared.</i> Freeze frames; everyone show me: • red – angry face and clench fists • yellow- raise arms to the sky and smile • blue – drop arms and make a sad face • green – open arms and hands wide, palms up to the ceiling and hold a relaxed pose • pink - wrap both arms around yourself in a big hug and smile • black - hug yourself tightly and make a wide-eyed, frozen face Introduce the mood meter. Read poem again and point to each colour on the mood meter. Explain we can use this to show how we are feeling. Show emotion cards and place each card on the mood meter with the class. Explain sometimes we feel.... And that's okay. Our emotions can change, and that's okay. All of our emotions are okay! End of the day throughout the week read: The Sami Story (Think Equal) and How we Feel (Think Equal)	Explain that you are going to read a story about the ocean. Show the front cover. Explain that the water in the ocean is always moving and when parts of the ocean move it makes waves. Look at the waves on the board. Explain that in the story the wave was feeling green. It was calm and loved to play, but then something happened and it made them feel red and angry. Read Wally the Wave (Think Equal Text) What can you see that shows he is feeling angry? He has a frown on his face and his mouth is open wide). Explains sometimes when we are angry we might shout or cry, sometimes we might want to be alone, sometimes we might want to talk to someone about how we feel After reading, Go back through the book and look at the pictures of wally. • Walley grew really big and became a scary tide- can you grow really big and scary? • As Wally got angrier and angrier he grew bigger and bigger- can you get even bigger and make an angry face? • Then Wally listened to the sun, who reminded him to be calm and smile. Can you stop, grow calm, make your body relaxed and still and give me a big smile? • He was so busy roaring and shouting and growing bigger and bigger he couldn't stop to think about how he was feeling, Sometimes when we're angry, our brain needs a break. When Wally stopped he had time to breath and relax. When Walley stopped and smiled he realised he was no longer angry Breath together • Breath in deeply and breath out. Breath in deeply and breath out... Just like Wally.

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			Explain we can all feel angry like Wally sometimes, but we know that those feelings come and go away again and that there is always a way to feel better. Vocabulary: feelings, big, small, wave, calm, anger, sadness, inside, outside, body, face, breathe.
Week Two	<u>We All Have Rights</u> Objective: I know that all children have rights, things we all need and deserve. • Understand that every child has the right to feel safe, to learn and to play • Begin to connect rights to their own daily life at school Explain: "Today we are going to talk about something really important. Every child in the world has rights. Rights are things that every child needs and deserves. No one can take them away." Read 'Let's Explore Our Rights' published by the Children and Young People's Commissioner Scotland (CYPCCS) Pause on the pages for safe, learn and play. After each one, say: "That's your right. It belongs to you." After reading, go back to the three rights and bring them to life with actions:	<u>Helping Hands</u> Objective: I know that hands can help and hurt, and I choose to use mine kindly. • Understand that hitting hurts people and is never okay • Know that hands can be used in many kind and helpful ways • Begin to understand that we are responsible for how we use our bodies Display a calm image on the board as children come to the carpet. Hold up your own hands and say: "Look at my hands. Hands can do so many things." Name a few with actions — clapping, waving, drawing, helping a friend. Read Hands Are Not For Hitting. After reading, introduce the persona doll. Say: "This is [name]. On their first day at school, someone hit them. Look at their face." Turn the doll to show a sad	Drawing self for 'We are Reception' display: end of week, collect drawings invite all children to find their drawing on the board to complete the display

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	• Safe — wrap arms around yourself in a hug • Learn — pretend to open and read a book • Play — wiggle and smile Tell the children: "At home you have people who keep you safe. Here at school, all of the grownups will keep you safe too." Do the action together. "Every day at school you will learn new things. We will help you." Do the action together. "And every day you will get to play." Do the action together. Bring it together: "You have rights. They belong to you everywhere you go, at home and right here at school." Repeat the three actions together one final time as a class. Vocabulary: rights, safe, learn, play, everyone	expression. "Hitting hurts. It makes people feel scared and sad. Hands are not for that." Then turn the doll to face the class. "But then a friend came and held their hand to walk to lunch. Look at their face now." Show a happy expression. "That's what hands are for." Bring it together with actions. Each time, children do the action together: "Hands are not for hitting." — cross arms firmly "Hands are for helping." — reach a hand out "Hands are for being kind." — give a gentle pat on their own knee End by saying: "Every time you use your hands to help someone, you are making a kind choice. That is something to be proud of." Vocabulary: kind, gentle, hands, hurt, help, safe, choice, together	
Week Three	<u>Our Rules and Our Jobs</u> Objective: I know some of our classroom rules and understand why they help everyone. • Understand that rules keep us safe and happy • Begin to name and remember four class rules • Use Colourful Semantics to talk about what we see • Connect rules to how people feel using the mood monsters Vocabulary: walking, listening, kind, share, turn, safe, together Today we are going to look at some pictures. I want you to tell me what you can see. • Image 1 Running inside: Display the image of a child running inside the classroom and hazards. Build the sentence together using Colourful Semantics and Widget symbols: "The girl is running." Ask: "What if she falls? Show me which mood monster she might feel."	<u>Our Class Jobs</u> Objective: I know that everyone in our class has a job and that jobs help us look after each other. • Understand that class jobs are a responsibility • Learn the names of each helper role • Feel proud to be part of a team Vocabulary: job, helper, responsible, together, team, proud Point to the class rules display. Say: "We know our rules. Rules help everyone feel safe and happy. Today we are going to find out about something else that helps our class — our jobs." Say: "In our class, everyone has a special job. Jobs help us look after our classroom and each other." Introduce each role one at a time. Hold up an object to represent it where you can.	<u>When I Was a Baby</u> Objective: I can talk about how I have changed and grown since I was a baby. • Use vocabulary of past and present • Begin to sequence events in their own life • Feel proud of how much they have grown and learned Vocabulary: baby, now, before, after, then, grow, change, used to, can In advance, ask families via Seesaw to send in one baby photo. • Read <i>When I Was Little</i> by Jamie Lee Curtis. Pause on key pages and name the contrast: "When she was little she could not do that. Now she can." • After reading, show your own baby photo and recent photo. Model the language: "When I was a baby I could not talk. Now I can." Keep it

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	Connect to the red or black monster. Ask: "What should she do instead?" Take responses and replace the running Widget with walking and show the second image of the girl walking calmly. Say: "Walking feet keep everyone safe." • Image 2 Nobody listening: Display the image. Build the sentence: "The boy is talking." Ask: "How does he feel when nobody listens? Find the mood monster." Connect to the blue monster. Ask: "What should everyone else be doing?" Replace the Widget on the strip to show listening. Show the second image of children listening. Say: "When we listen, everyone feels important." • Image 3 Snatching a toy: Display the image of children not sharing and someone being upset and a toy broken. Build the sentence: "The girl is snatching." Ask: "How does the other child feel? Which mood monster is that?" Connect to the red or blue monster. Ask: "What could she do instead?" Replace the Widget on the strip to show sharing. Show the second image of two children taking turns. Say: "When we share, everyone gets a go and everyone feels happy." • Image 4 Child left out alone and child using thumb down action: Display the image. Build the sentence: "The boy is sitting alone." Ask: "Which mood monster do you think he is feeling?" Connect to the blue or black monster. Ask: "What could someone do to change that?" Replace the Widget on the strip to show a kind action. Show the second image of a child going over to help. Say: "Kind words and actions can change how someone feels." Bring it together: "These are our first four rules. We worked them out together because we already know what is right. When we follow them, everyone feels safe and happy." Display the four rules with their Widget symbols. Leave them up alongside the mood monsters.	• Snack monitor: "This person helps to get our snack ready." • Milk monitor: "This person gives out our milk." • Board monitor: "This person helps to turn on the board every morning." • Line leader: "This person leads us safely when we move around school." • Book monitors x2: "These two people help to look after our books and put them away when we are finished" • Book bag monitor: "This person helps to give out our book bags at home time." • Pen monitor: "This person makes sure our pen and pencils are tidy. They put the lids on pens." Say: "Every week, different children will take on a job. Everyone will get a turn." Ask children to look at the mood monsters. Say: "When you do your job well, how do you think that makes your friends feel?" Connect to yellow or pink. "And how does it make you feel?" Connect to yellow. End by saying: "When you follow our rules and do your job, you are helping to look after our class. That makes you a brilliant team."	simple and funny, children respond to the adult being silly about this. • Give each child their photos. In pairs, children take turns to talk about their own photos using the stem: <i>"When I was a baby I could not... Now I can..."</i> Support with Widget symbols for the key vocabulary if needed. • Bring the group back together. Take three or four responses. Each time, connect to the mood monsters: <i>"How does it make you feel to know you can do that now?"</i> Connect to yellow or pink. • End by saying: <i>"You have all grown and changed so much already. And you are still growing. Every single day you are learning something new."</i>

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Week Four	My Timeline Objective: I can put events from my life in order and use words like before, after and now. - Sequence photos chronologically - Use past and present vocabulary - Connect growing up to the rules and responsibilities they have now Vocabulary: first, then, now, before, after, next, timeline, order Recap session 1 briefly. Say: <i>"Last time we talked about how we have changed. Today we are going to put our story in order."</i> - Show a simple example timeline on the board with three points: baby, getting bigger, now. Use simple drawings or images. Model pointing along it: <i>"First I was a baby. Then I grew bigger. Now I am here."</i> - Give each child their two photos plus a simple printed timeline strip with three boxes: then, getting bigger, now. Children stick their baby photo in the first box and their recent photo in the last box. In the middle box they draw themselves getting bigger. - Sit together and look at the completed timelines. Say: <i>"When you were a baby you could not walk, talk or look after yourself. Someone had to do everything for you. Now look at what you can do."</i> - Connect to the class rules and jobs: <i>"You can follow our rules. You can do your class job. You can help your friends. Babies cannot do any of that."</i> - Connect to the mood monsters one final time: <i>"How does it feel to know how much you have grown?"</i> Connect to yellow and pink. - End by saying: <i>"Growing up means taking on more responsibility. That is exactly what you are doing every day in this classroom. You should be really proud of that."</i>	Cream Cheese Bears (Food Tech) Objective: Children will use their senses to explore ingredients and develop early food preparation skills.  Gather children and show the ingredients one at a time. Before tasting or making anything, explore each ingredient using the senses. Tell children what each one is and model exploring it yourself. - Look at the blueberry. It is small and dark purple and round. Now smell it. Now feel it — it is smooth and soft. - Look at the banana. It is yellow and curved. Peel it and smell it. Feel how soft it is. - Look at the cream cheese. It is white and smooth. Smell it. - Look at the rice cracker. It is round and pale. Feel it — it is hard and rough. Link to the story: Today we are going to make our own bears. Making step by step Model each step clearly before children do it themselves. - Wash the blueberries — run them under the tap, shake them dry. - Spread cream cheese onto the rice cracker using the back of a spoon — show children how to hold the cracker still with one hand and spread with the other. - Place two banana slices at the top for ears. - Place one small banana piece in the centre for a nose. - Place two blueberries for eyes. - Look at your bear — does it look like a bear? What could you add? Tasting - Before eating, ask children to look at their bear. Then taste.	

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	Photograph the timeline strips. They make a strong piece of evidence for Personal, Social and Emotional Development and Understanding the World.	What does it taste like? Is it sweet? Is it sour? Do you like it? Adult guidance: Check all allergens before the session — blueberries, banana, dairy (cream cheese), gluten (rice crackers). Ensure the food allergen sign is displayed. Follow the school's food hygiene policy throughout. Vocabulary: wash, spread, arrange, decorate, taste, smell, look, feel, healthy, ingredients, spoon, smooth, soft, hard, round, sweet.	
Week Five	<i>To be added by EG – children's interests, gaps plugging, consolidation</i>		
Week Six			
Week Seven			
Week Eight	Andy Goldsworthy (sculptures using natural materials) <i>Drawing a person, and creating art from natural materials (see provision planning).</i> Following woodland walk.		

Weeks 4–8: Ongoing PSED

- Rules are reinforced in the moment, not retaught. Name the rule calmly and connect it to the mood monsters. Use the Colourful Semantics strip and Widgit symbols as a visual anchor where needed.
- Use a reflection sheet when a rule is broken repeatedly or causes upset. What happened. How it made someone feel (mood monster). What the rule is. What they will do next time. Adult scribes or child points to images if needed.
- Jobs rotate fortnightly. Outgoing monitor passes the object to the new one.
- Check in with the mood meter daily on arrival or at the start of carpet time.
- Read remaining books in the series at story time. After each one, pause on the key page: name what the body part is not for, then what it is for.
- Reference the jigsaw display. Note absences aloud and welcome children back to it.

Expressive Arts & Design

Music Sparkyard

TERM 1, STEP 1: Hear My Voice

ACTIVITY	Here I Am! Ideal for a single session	My Voice Can... Ideal for a single session	Singing Puppets Ideal for a single session
WHAT'S ACHIEVABLE	★ To sing a welcome song as a group ★ To add actions and movement to a song ★ To share responses to songs and music	★ To experiment with using different voices ★ To sing songs as a group and suggest simple actions ★ To respond to simple musical instructions ★ To copy simple sound and movement patterns	★ To experiment with using different voices ★ To sing songs as a group ★ To respond to musical cues
SONG CHOICE	Hello, Hello Hello, Hello, Good Morning	Hello, Hello Hello, Hello, Good Morning Can You? Look What I Can Do Spider Goodnight I'll Sing This Song	Make A Face One, Two, Three, Four, Five Head, Shoulders, Knees And Toes Incey Wincey Spider Row, Row, Row Your Boat Twinkle, Twinkle Little Star Wind The Bobbin Up
WHAT YOU NEED	A puppet or soft toy	Objects for voice play (e.g. walkie-talkies, phones, funnels, tubes, pipes)	Props/costumes for nursery rhymes; wooden spoons; felt-tip pens; hand puppet with moving mouth
INTER-RELATED DIMENSIONS OF MUSIC	Pulse	Dynamics Pitch Timbre	Dynamics Pitch Rhythm Timbre
MUSICAL SKILLS Click here for the full Musical Skills document	Singing & Voice Play: 1, 2, 6, 7 Listening: 5 Movement & Imagination: 3	Singing & Voice Play: 1, 2, 3, 4 Listening: 1, 4, 6 Movement & Imagination: 3, 4	Singing & Voice Play: 1, 2, 4, 6 Listening: 4, 5 Movement & Imagination: 1, 4, 7
LISTEN/LOOK	<i>Funga Alafia</i> - West African dance song	The song of a lyrebird	<i>Aaa, Kotki Dwa</i> - Polish lullaby <i>Enroulet Le Fil</i>

TERM 1, STEP 2: What's The Music Saying?

ACTIVITY	Stretch, Flop, Jig And Rock Ideal for a single session	Sound And Silence Ideal for a single session	Jack-In-The-Box Ideal for a single session
WHAT'S ACHIEVABLE	★ To explore creative movement when singing and playing ★ To move to the pulse of the music	★ To respond to musical instructions ★ To discriminate between sounds ★ To play musical patterns using sound and silence	★ To match movements to music ★ To listen to and follow musical instructions, responding through movement ★ To sing songs as a group
SONG CHOICE	Teddy-Bear Rock There's A Bear In The Fridge	Head, Shoulders, Knees and Toes Put Your Coat On Spider Goodnight	Can You? Look What I Can Do! Head, Shoulders, Knees and Toes Mr Jack-In-A-Box I'm A Scarecrow Spider Goodnight The Animal Train Sleeping Bunnies
WHAT YOU NEED	Teddy bears; a variety of musical instruments including small, hand-held percussion; props to create a stage area; parachute	Teddy bear; collection of percussion instruments; plastic eggs or small containers filled with different materials (e.g. beads, rice, pasta)	Swanee whistle or glockenspiel; number cards (0-10)
INTER-RELATED DIMENSIONS OF MUSIC	Pulse Rhythm Timbre	Dynamics Pitch Structure Timbre	Dynamics Pitch Tempo Timbre
MUSICAL SKILLS Click here for the full Musical Skills document	Listening: 4, 5 Singing & Voice Play: 1, 3, 6, 7 Playing & Exploring: 1 Movement & Imagination: 3, 4, 6, 7	Singing & Voice Play: 1, 2 Listening: 1, 2, 4, 6 Movement & Imagination: 1, 3, 4 Composing & Notating: 5, 6, 8 Playing & Exploring: 1, 2, 9	Singing & Voice Play: 1, 2 Listening: 1, 4, 6 Movement & Imagination: 1, 2, 4, 6, 7
LISTEN/LOOK	<i>Shake, Rattle and Roll</i> or <i>Rock-A-Beatin' Boogie</i> by Bill Haley and His Comets		<i>The Nutcracker</i> by Tchaikovsky 'Doll On A Music Box' and 'Truly Scrumptious' from <i>Chitty Chitty Bang Bang</i> by Richard and Robert Sherman

Physical Development

PE PE Planning: Me & Myself

Implementation Phase							
Key Stage:	EYFS	Unit:	Me & Myself				
Prior Learning Recommended – DfE Guidance (not statutory)							
0 to 3 Years – Pre-Nursery: - Gradually gain control of their whole body through the continual practise of large movements, such as – waving, kicking, rolling, crawling, walking. - Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks. - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Explore different materials and tools.				3 to 4 Years – Nursery: - Increasingly follow rules, understanding why they are. - Make healthy choices about food, drink, activity and toothbrushing. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.			
Early Learning Goals	- Explain the reasons for rules, know right from wrong and try to behave accordingly. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. - Work and play cooperatively and take turns with others. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices - Show sensitivity to their own and to others' needs.			Pillars of Progression	- Development of Motor Competence and Fundamental Movement Skills. - Being safe and kind when touching equipment and classmates.		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	- Step 1: To change into PE kit - Step 2: To listen and respond to instructions - Step 3: To move in different ways - Step 4: To change direction when moving - Step 5: To participate in games - Step 6: To move into space		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: - Shows some understanding towards the effects of activity on their body. - Responds to ideas showing understanding, asking appropriate questions of others. Procedural Knowledge: - Ability to dress themselves with support if necessary. - Moves freely and with pleasure and confidence in a range of skilful ways. - Engages in conversation with others. - Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. - Ability to link sounds to letters, naming and sounding the letters of the alphabet.			
Resources & Equipment	- Marker cones - Marker spots - Music player & music	- Various size balls - Beanbags - Quoits	Key Vocabulary	- Uniform - Changing - Quick/Speed	- Lesson - Listen - Instruction	- Body Parts - Direction	- Awareness - Heart Rate