

Heptonstall School Reception Medium Term Plan:

Continuous Provision, Challenges and Enhancements



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

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Calm corner	Enhancements: Mood monsters and Mood meter displayed. Colour poem displayed							
Reading area	Enhancements: Goldilocks book and props, key words Traditional tales and familiar stories 							
Snack	Challenge: To wash hands with soap before eating / To select own snack independently/ To pour own drink / To eat snack Adult guidance: Model snack area being open and closed. Model how to access own milk and fruit. Model washing hands first, sitting at	Free exploration	Free exploration	Free exploration	Challenge: Making Porridge Children make porridge and taste it, saying whether they like it or not. Adult guidance: Make porridge together as a group. Once cool enough to taste, give each child a small amount. Ask: do you like it? Model giving your own opinion first. Accept all responses.	Free exploration	Free exploration	Free exploration

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	the table when eating, washing items when finished and putting away.				Some children will use words, some will show you with their face or body. <i>Adults note: how each child communicates their response, whether they use words or gesture, and which children need prompting to respond at all.</i> Vocab: like, don't like, yes, no, yummy, yuck, taste, bowl, spoon, hot, cold Check food allergies/ requirements prior			
Mark Making / Reading	Enhancements: Goldilocks writing templates (from book used in literacy) Pre-drawn line sheets. Straight, wavy, zigzag, loops, spirals and curves alongside pencils, crayons and chunky markers. Hole punches Stencils Blank paper, lined paper, half lined paper Dry wipe pens and rubbers for whiteboard Name cards							
			Add ELS Frieze letter sounds as letters are taught					
							Add 'Tidy' writing templates (from book used in literacy) Add woodland page border writing templates	
	Free exploration	Challenge: Scribble Matters Children make marks and give meaning to marks. Adult guidance: Model sitting posture, feet flat, bottom at back of chair, back straight, paper in front (4 Ps) Model holding paper still with non-dominant hand. Sit alongside and make marks yourself. Talk about what you are drawing. Encourage	Challenge: Drawing self on jigsaw puzzle piece- collect all for classroom display. At the end of the week, invite all children to place their puzzle piece on the board to complete the puzzle. Explain that we are all part of our class and we are all special.	Free exploration	Challenge: Can you draw yourself? Children to draw a person with a head, body, arms and legs Adult Guidance: Drawing frames, pencils and mirrors. Model drawing yourself first, head, body, arms, legs, hair, eyes, mouth. Widget symbols and name cards available for children to copy own name. Adults track pencil grip, dominant hand, level of	Free exploration	Free exploration	Free exploration

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		children to give meaning to their marks. Adults photograph and note: sitting posture, dominant hand, pencil grip, level of control, whether marks are intentional, whether the child can give meaning. Vocab: draw, mark, line, circle, big, small, hold, sit, straight			control, recognisable features, name attempt. Vocab: head, body, arms, legs, hair, eyes, nose, mouth			
Creative	Free exploration Challenge: Handprints Children paint their hand in a skin-toned colour and press it onto paper to make their handprint. These are saved for a class display. Adult guidance: Help children select a paint colour that matches their skin. Talk about how everyone looks a little different. Support children to press their whole hand down firmly and lift cleanly. Sit with children and make your own print. Name each child's print and talk about it going on the class display so everyone can see they belong here. Adults note: which children engage confidently, which need reassurance, how children respond to others' prints being different to their own. Vocab: hand, fingers, thumb, palm, press, colour, skin, same,	Free exploration	Challenge: Painting a face Can you paint a face? Can you paint the eyes, nose and mouth? Adult guidance: Provide mirrors alongside paints, brushes and paper so children can look at their own face as they paint. Model putting on an apron and setting up the workspace before beginning. Remind children to change brush when changing colour. Sit alongside and name facial features as children paint. Point to your own face: Where are your eyes? Where is your nose? Adults to photograph and note: brush grip, colour choices, whether the child includes recognisable facial features and level of independence in setting up and tidying away.	Challenge: Paper Plate Bears Can you make a bear? Which materials are you going to use? Can you tell a friend about your bear? Adult guidance: Provide paper plates, paint and googly eyes. Display photographs of the three bears from the story alongside for children to use as a reference. Before children begin, model selecting materials and talk through your choices: I am going to use paint for the fur. I am going to glue the eyes on here. Encourage children to do the same before they start making. Sit alongside and use the key vocab naturally in conversation. <i>Ask Blanks Level 2: What are you going to use for the ears? How are you going to attach that?</i> Adults to photograph and note: level of independence, fine motor control with	Free exploration	Free exploration	Free exploration	Free exploration

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	different, belong, together, class, name		Vocab: paint, apron, face, eyes, nose, mouth, colour, brush, round, skin	scissors and glue, whether the child can verbally explain their material choices and whether they can name parts of their bear. Vocab: join, attach, glue, stick, cut, make, bear, face, ears, eyes, nose, soft, round.				
	Enhancements: Maps, Map making template, Ariel photographs of local area, images of local landmarks on blocks Roads, cars, town small world							
Small World / Small Construction	Free exploration	Free exploration	Challenge: The bears' cottage The three bears live in a cottage in the woods. Can you find the right furniture for each room? Can you tell a friend where everything goes? Adult guidance: Set up a dolls house or simple room box divided into four rooms; kitchen, living room, bedroom and bathroom. Provide small world furniture and figures for the three bears and Goldilocks. Display photographs of the bears' cottage from the story alongside so children can use	Challenge: Build your home Can you build your home? What does it look like? Is it big or small? Does it have a garden? Adult guidance: Provide a range of construction materials - blocks, Duplo, loose parts. Display photographs of different types of homes: houses, flats, terraced houses, bungalows. Sit alongside and ask Blanks Level 2 questions: What does your home look like? Where do you live? Avoid assuming all children live in houses, the provision should reflect the range of	Free exploration	Challenge: My special place Where is your special place? Can you draw it or build it? Adult guidance: Have photographs of a range of special places displayed: parks, mosques, churches, playgrounds, school, library, Hebden Bridge Park: Include places relevant to the local community. Include maps and map making templates. Children draw or build their special place. Sit alongside and model: My special place is... I like it because... Talk about how we are in Heptonstall. Vocab: special, place, home, family, school, community.	Free exploration	Free exploration



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			the illustrations as a reference. Encourage children to place furniture in the correct rooms and use positional language as they play. Model naturally: The bed goes in the bedroom. The table is in the kitchen. Goldilocks is sitting on the chair. Use the Colourful Semantics language children already know from the literacy unit: e.g. Who is this? — Goldilocks. Father Bear. What is she doing? — sitting, sleeping, eating. Where is she? — in the kitchen, in the bedroom, in the bathroom Vocab: home, bedroom, bathroom, living room, kitchen, bed, bath, table, chair, fridge, toilet, wardrobe, family	homes in your community. Vocabulary: home, family, big, small, garden, door, window, street.		Accept all responses - this is personal and there is no right answer.		
Investigation Station	x	x	x	x	Challenge: Explore the woodland tray Can you find the woodland animals? Can you name them? Can you draw something you find?	Free exploration	Free exploration	Free exploration

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	Free exploration	Free exploration Adult Guidance: Collect photos of families Collect photos of children as babies	Free exploration Adult Guidance: Collect photos of families	Challenge: My family lives here Challenge: Look at the photographs. Can you find your family? Can you tell a friend about the people in your picture? Adult guidance: Display the framed family photographs sent in by children and staff around the home corner. Include simple labels: mum, dad, brother, sister, grandma, grandad, baby, adult. Sit alongside children and model talking about your own photograph first. Use Blanks Level 1 and 2: Who is this? How many people are in your family? Vocab: family, home, baby, child, adult, old, young.	Free exploration	Free exploration	Free exploration	Free exploration
Imaginative Role Play	School Role Play: Heptonstall School Logo displayed A small desk or table for the teacher The register on a clipboard with a simple class list so children can mark off names. Use photographs of children in the class if possible so it feels familiar and personal. Resources for the teacher Add a selection of books, a ruler, pencils and a simple tray of resources the teacher can hand out. Include a bell or timer for signalling the start and end of a lesson. Dressing up Provide a lanyard, a smart jacket or cardigan and glasses frames. Writing and mark making Include exercise books or paper, pencils a table and chairs. Reference materials Display a number line, RWI sound strip and a simple visual timetable in the area, mirroring what children see in the real classroom. This gives the teacher something to point to and refer to during play.							
	x	Adult Guidance: Collect photos of school staff	Challenge: Who works in our school? Objective: Can you be a teacher? Can you be a lunchtime helper? Can you be the headteacher? Who works in our school?	Free exploration	Free exploration	Free exploration	Free exploration	Free exploration

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			Adult guidance: Set up the home corner as a classroom. Include name labels for key staff members with photographs, a register, pencils and paper. Encourage children to take on different roles. Key vocab to use and model: school, class, teacher, headteacher, helper. Ask Blanks Level 1 questions: Who is this? What is their job? If a key worker visits the provision during the session, use their name naturally in conversation.					
Busy Fingers	Free exploration	Challenge: Can you make big marks? Can you draw something really big? Adult guidance: Roll out a large piece of paper on the floor. Provide chunky markers, large crayons and rollers. Encourage children to use their whole arm to make big, sweeping marks rather than sitting and drawing at a table. Encourage big movements, sweeping lines, circles, zigzags, and shapes. Adults to note: the child's dominant hand, pencil and marker grip, level of arm control, whether the child is using their whole arm or just their wrist, and whether marks are	Challenge: Scissors Can you hold scissors? Can you make snips in paper? Can you cut in a Straight Line? Adult guidance: encourage children to use a 'helping hand' to assist. Vocab: <i>scissors, cut, snip, line, straight, curved, safe, hold, grip, careful, sharp</i>	Free exploration	Free exploration	Challenge: We live in Heptonstall/Hebden Bridge Adult guidance: Roll out a large piece of paper on the floor. Display large photographs of familiar Heptonstall/Hebden Bridge landmarks. Include photographs of familiar streets and houses from the local area. Children use chunky mark making tools to draw Heptonstall on a large scale. Some children will draw their street, their home or a building they recognise. Some will draw people. All of this is right. Sit	Free exploration	Free exploration

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		intentional and purposeful. Vocab: line, straight, wavy, zigzag, dot, circle, loop, swirl,				alongside and talk about what children are drawing. Name Heptonstall/HB and landmarks naturally as they come up in conversation: That looks like the big church, what's that called? St. Thomas' Church. Is that your street? Vocab: Halifax, town, street, river, park, road, school, home, mosque, church		
Outside	Free exploration	Free exploration	Challenge: Chalk Marks Outside Can you make marks outside? Can you draw something big? Can you draw something small? Adult guidance: Provide chunky chalks in a range of colours on the outdoor ground or a low wall. Encourage children to use their whole arm to make large marks, draw shapes and pictures or trace around each other's hands and feet. Sit alongside and talk about what children are drawing. Encourage children to give meaning to their marks: Tell me about your drawing. What is that? Adults to photograph and note: dominant	Free exploration	Free exploration	Free exploration	Free exploration	Challenge: Andy Goldsworthy Artist Study (Post-trip) Can you use items from the woodland to make art? Can you make a face? Can you make something you saw in the woods? Adult guidance: Provide the natural materials collected on the woodland trip; leaves, twigs, conkers, pine cones, bark, stones and moss. Lay them out on a flat surface outside so children can see and select what they need. Include photographs of Andy Goldsworthy's work displayed. Children might make a face using stones for eyes, a twig for a mouth and leaves for hair. They might arrange leaves by colour or size. They might recreate something they saw in the woods. All of these are right. Model making a simple face yourself first using

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			hand, grip on the chalk, level of control, whether the child moves their whole arm or just their wrist, and whether marks are intentional and purposeful.					the materials. Name what you are using as you place each item. Adults to photograph children's creations before they are dismantled. Vocab: woodland, leaf, twig, conker, pine cone, bark, stone, rough, smooth, hard, soft, make, arrange, face, eyes, nose, mouth. 
Maths Provision	Free exploration	Free exploration	Free exploration	Free exploration	Free exploration	Challenge: Find the match Small group Can you find the matching pair? Can you find the one that is the same? Adult guidance: Sit with a small group of up to four children. Place the matching picture cards face down on the table in a grid. Establish the rules clearly and simply: We take turns. We wait. We watch our friends. Model waiting while someone else takes their turn, sit on your hands, look at the cards, stay quiet. Praise waiting explicitly throughout. Children take turns to turn over two cards and look for a matching pair. If they do not match, turn them back over. If they match, keep the	Free exploration	Free exploration

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						pair. Bring the group's attention to each child's turn: Whose turn is it now? Let's all watch. For children who find the memory element too challenging, play with cards face up first. Vocab: match, same, different, pair, turn, wait, my turn, your turn, remember.		
Enhancements: (Sand) Photos of local area and children's houses/streets								
Sand / Water	Free exploration	Free exploration	Free exploration	Free exploration	Free exploration	Free exploration	Challenge: Heptonstall Can you build our town? What buildings are in Heptonstall? Can you make a street? Adult guidance: Provide blocks, small figures and photographs of Heptonstall buildings. Children construct a version of the local area. Sit alongside and name buildings as children build. Vocab: town, building, street, school, shop, park, road, mosque, home, church, Halifax.	Free exploration
Computing	Free exploration	Free exploration	Free exploration	Free exploration	Free exploration	Free exploration	Challenge: Remote control cars Can you make the car go forwards? Can you make it go backwards? Can you turn it on and off? Adult guidance: Place remote control cars and their controllers in the	Free exploration

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							technology area for children to self-access. Ensure cars are charged and ready before each session. Display a simple prompt card with pictures showing the buttons and arrows for forwards, backwards and on/off alongside Widget symbols. If an adult sits alongside, model pressing each button and narrate what happens: I pressed this button and the car went forwards. Now I am pressing this one and it is going backwards. Encourage children to predict before pressing: Which way do you think it will go? Adults to note: whether the child can operate the controller independently, whether they understand cause and effect between button and movement, and whether they can turn the car on and off without support. Vocab: finger, button, press, forward, backwards, turn, on, off, remote control, fast, slow, stop.	
Music	Free exploration	Free exploration	Free exploration	Free exploration	Free exploration	Enhancement Children explore body sounds using prompt card. Adult guidance: Prompt cards with body parts showing	Free exploration	Free exploration

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						clapping, stamping, clicking and patting. Small mirror so children can watch themselves. Vocab: sound, rhythm, beat, loud, quiet, fast, slow, stamp, clap, click		