

## Example Medium Term Planning Reception

This medium term plan is designed to prepare children for the Core Knowledge curriculum in Year 1. Teachers are encouraged to tailor the experiences, activities and opportunities to the needs of their class.

### Understanding the World

<b>Autumn A - Understanding the World: All about me; The Senses and Materials; Seasons</b>		
<b>Learning objectives and key vocabulary</b>	<b>Possible experiences/activities/opportunities</b>	<b>Outcomes</b>
1. To know my way around the classroom and the key places in the school  Vocabulary: classroom, playground, dining hall, office	Tour of school grounds Meeting key adults Finding the dining hall	Ch feel comfortable and safe moving around the building Ch are aware who the key adults are and who they can ask for help
2. To describe what I look like; to tell others my name; to describe my likes/dislikes; to describe my family; to know the sequence of the human life cycle  Vocabulary: family, baby, toddler, child, teenager, adult, elderly person	Use mirrors to observe facial features and describe to a friend Introduce self and say name clearly Describing who is in my family Sequencing cards activity of human life cycle	Ch can describe their facial features Ch can introduce themselves and say their own name, and some of their friends' names, clearly Ch can describe their family Ch can sequence pictures of people at different ages
3. To describe where I'm from/where I live; to map my route to school, to use maps to locate places of relevance to me  Vocabulary: route, journey, map	Draw map of route to school Draw map of classroom or school grounds Locate key places on maps: local area.	Ch can describe and draw a representation of their journey to school, or of the school site Ch can locate places that are important to them on maps

4. To know the names of my body parts; to name the five senses; to understand what I use my sight and hearing for  Vocabulary: names of senses, names of body parts	Labelling body parts on a diagram Know the five senses Observing a diagram of an eye and looking in a mirror at own eyes Drawing an eye in detail: pupil, iris eye lids, eye lashes Making and identifying different sounds	Ch can name the different parts of their body Ch can name the five senses Ch can describe what their hearing and sight are and why they are useful
5. To name the five senses; to know what I use smell, touch and taste for  Vocabulary: names of senses, names of body	Hand and feet printing Fruit smell and taste test (check for allergies) Feely bag with textures/objects touch test	Ch can name the five senses Ch can use their senses to touch, taste and smell and use descriptive language
6. To know the names and order of the four seasons; to investigate leaves with a magnifying glass  Vocabulary: weather, seasons, investigate, magnifying glass	Seasons poems Cycle of the seasons diagram for display Leaf investigation with magnifying glasses Create a tree with leaves collected on the walk to school or from the playground	Ch can name the four seasons and describe their key features Ch know how to use a magnifying glass and are keen to try it on other objects
7. To deliver a weather report  Vocabulary: weather seasons, maps, symbols	Label map of UK Create weather symbols Make films of ch giving weather reports in the UK Museum visit	Ch can speak in full sentences to describe the weather in an area of the UK Ch can film one another giving a weather report

<b>Autumn B - Understanding the World: The coldest places on earth; Light and dark</b>		
Learning objectives and key vocabulary	Possible experiences/activities/opportunities	Outcomes
1. To understand the climate of the North and South Poles	Globe and map work Role play Arctic explorers	Ch know the North and South Poles are cold Ch can locate the North and South Poles on a

Vocabulary: igloo, iceberg, snowflake, glacier, snow, ice, freezing, melting, water, cold, arctic	Images of the Poles Investigate how to turn water into ice	globe Ch can describe the geographical features of the North and South Poles
2. To know which animals live in the North Pole and which animals live in the South Pole  Vocabulary: polar bear, penguin, seal, walrus, arctic hare, husky	Investigate melting ice (cubes and crushed) Role play with small arctic animals Match pictures of the animal to its home on the world map (include other animals like lions, tigers) Polar bear, polar bear, what do you see?	Ch will be able to name the animals that live in each location Ch will be able to give reasons as to why these animals live in arctic conditions eg thick fur, blubber
3. To know what an explorer is and to know Shackleton explored Antarctica  Vocabulary: explore, Shackleton, Endurance, binoculars, compass, navigation, map, sledge, ship, planning and preparation	Make a list of what you need to take on your adventure to Antarctica Role play with binoculars, maps, compass, rucksack, hat etc	Ch will understand that explorers discover new places Ch will know that Shackleton went to Antarctica on a ship called the Endurance Ch will know that we use tools to help us navigate eg compass, map
4. To know that we get light from the sun  Vocabulary: light, dark, sun, planet, rays, night and day, reflection, electricity, fire	Role play in a tent with torches Explore reflective materials Brainstorm natural and artificial sources of light Day and night collages with reflective, shiny paper Fire safety talk	Ch will know that the sun gives us light Ch will know that night time is dark Ch will know that we also get light from electricity and fire
5. To explore shadows	Shadow puppets and performances Role play in a tent with torches Drawing our silhouettes	Ch will know that a shadow is made when an object moves in front of a light source
6. To understand that some animals are	Make mobile bouncy bats, include features	Ch will be able to name nocturnal animals and

nocturnal  Vocabulary: nocturnal, owl, bat, fox, badger, mole, cats, hedgehogs, hamsters	such as large ears to help them hear BBC videos on nocturnal animals	explain that they hunt and explore at night
7. To understand how light is used in special celebrations  Vocabulary: Advent, Chanukah, Diwali, Christingle, candles, birthday cakes	Clay divas Make christingles Stained glass window of candles (black paper and tissue paper)	Ch will know that light is important in a variety of celebrations

<b>Spring A - Understanding the World: England's Leaders; Our Environment</b>		
<b>Learning objectives and key vocabulary</b>	<b>Possible experiences/activities/opportunities</b>	<b>Outcomes</b>
1. To understand the role of kings and queens in the past and present  Vocabulary: king, queen, Buckingham Palace, rule, reign, country, decision, crown, throne, coronation, prince, princess	Role play kings and queens Look at symbols of monarchy in photographs and portraits of kings and queens Make crowns Sketches of Buckingham Palace Non-fiction books of kings and queens	Ch will know that England has had kings and queens for many years Ch will know that Queen Elizabeth II is our current queen and she resides in Buckingham Palace Ch will be able to describe the symbols of monarchy (throne, crown etc)
2. To understand the role of the Prime Minister  Vocabulary: parliament, vote, Houses of Parliaments, government, laws, rules, protect, advice, 10 Downing St, election	Imagine you were the PM.... Photos and videos of PM, No 10, House of Commons Pass some 'laws' for the classroom Have a mock election for class PM for the day	Ch will know that the PM makes decisions for the country (eg how to spend money) with other members of Parliament Ch will know that the people in England voted for the PM and that he lives at 10 Downing St
3. To visit an iconic landmark (Buckingham	Visit: sketches, photos, videos, artefacts,	Ch will have visited and have knowledge of an

Palace or Westminster Abbey if London- local relevant visit if not)	stories	iconic landmark for England's leaders
4. To understand that there are different types of environments (eg rainforest, desert, urban)  Vocabulary: desert, rainforest, city, town, savannah, arctic, farmland, woodland, marine, environment, trees, grass, sand, mountains, ocean	Role play with animals in different settings Collages of different environments Explore sand and or soil and the effects of water – include plastic animals/lego people and houses made of different materials Water tray – pebbles, sharks, whales etc	Ch will be able to identify and describe a range of different environments
5. To understand that environments can be damaged  Vocabulary: pollution, damage, rubbish, care, citizenship, nature, oil slicks, cars and gases, deforestation	Litter walk of the local area Where does rubbish go? Brainstorm Smog and other types of pollution Non-fiction books on the environment Experiment: bury a plastic bag and a piece of fruit eg apple core	Ch will understand that people can damage the environment. Ch will understand we can be responsible for our local area.
6. To explore ways in which we can care for our environment  Vocabulary: recycling, litter, plastic bags, reusing, paper, saving electricity, turning off taps	Make recycled paper Make posters to go around the school for turning off taps and light switches	Ch will be able to name the ways in which they can care for the environment and be active citizens eg switching off lights, putting litter in bins, turning off taps

<b>Spring B - Understanding the World: Transport past and present</b>		
Learning objectives and key vocabulary	Possible experiences/activities/opportunities	Outcomes
1. To understand what transport is used for	Prior learning tasks – eg draw all the types of	Ch will share what they already know about

<p>and to be familiar with types of transport</p> <p>Vocabulary: to be assessed</p>	<p>transport ch know</p> <p>Name the vehicle</p> <p>Model use of the word transport in different contexts</p>	<p>transport</p> <p>Ch will understand that different types of transport are used for moving people and objects</p>
<p>2. To name and describe the features of different types of transport</p> <p>Vocabulary: trains, aeroplanes, ships, cars, buses, bikes, motorbikes, barges, hot air balloon, hovercraft, wheels, rotor blades, helicopter, sea, canal, rail tracks, roads, airport, port, dock</p>	<p>Transport Museum- local appropriate visit to be included here.</p>	<p>Ch will be able to name and describe the features of a variety of transport methods using a range of appropriate vocabulary</p>
<p>3. To recognise changes in transport from the past to the present: trains</p> <p>Vocabulary: steam, electric, rail tracks, coal, drivers, signals, deliveries, goods, stations, level crossings, underground/tube, safety, tunnel, engine, passenger carriages</p>	<p>Train sets</p> <p>Thomas the Tank Engine</p> <p>Video clips and photos of steam trains</p> <p>Label a steam train (wheels, carriage, steam funnel, coal fire, ticket conductor)</p> <p>Role play: buying and selling train tickets</p> <p>Identify rail route on older maps</p>	<p>Ch will be able to describe trains in the past and compare them to trains in the present</p> <p>Ch will use a range of appropriate vocabulary when describing trains</p>
<p>4. To recognise changes in transport from the past to the present: cars</p> <p>Vocabulary: cars, wheels, steering wheel, windows, windscreen, windscreen wipers, exhaust pipe, engine, horse and cart, wind up motors</p>	<p>Design a car</p> <p>Measure the speed and distance of cars rolled down ramps</p>	<p>Ch will know that cars have changed over time</p> <p>Ch will be able to describe the features of a car</p>
<p>5. To recognise changes in transport from the past to the present: aeroplanes</p>	<p>Create paper aeroplanes and have a competition for design and to measure</p>	<p>Ch will be able to describe the features of an aeroplane</p>

Vocabulary: flight, wings, nose and tail, propeller, cockpit, landing wheels, rudder, engine	successful distance travelled (metres)	Ch will be able to identify the difference between an antique and modern aeroplane
6. To understand how to keep safe on the roads  Vocabulary: STOP, LOOK, LISTEN! Zebra crossings, pelican crossings, red, amber, green, push buttons, traffic lights, an invitation to cross, Highway Code, holding hands	Youth for road safety trust: request a speaker and action kit Reflector strips for bags?	Ch will know several strategies for looking after themselves on the roads Ch will be able to identify the safest place to cross a road

<b>Summer A - Understanding the World: Growth (plan is subject to change depending on butterflies, chicks, plants, etc)</b>		
Learning objectives and key vocabulary	Possible experiences/activities/opportunities	Outcomes
1. To understand that animals change as they grow.  Vocabulary: butterflies, caterpillars, cocoons, hatch, wings, antennae, chicks, chickens, eggs, shells, peck, beak, life cycles, growth and change, incubator	Check prior knowledge of chicks and butterflies Explain care of chicks and butterflies – create set of class rules Paint butterflies with symmetry Collage butterflies	Ch will recognize the life cycle of a butterfly Ch will know how to care for animals
2. To observe and record the growth of a chick from an egg  Vocabulary: chick, egg, incubator, shell, chicken, heat, food	Create chick diaries to use for recording observations each week Chick potato prints Create hatching egg with split pins	Ch will know how to record their observations in a diary format Ch will confidently use the vocabulary to describe the growth of chicks

<p>3. To name and describe farm animals and their young</p> <p>Vocabulary: sheep, lamb, cow, calf, horse, foal, goat, kid, pig, piglet, dog, puppy, cat, kitten, duck, duckling, chicken, chick</p>	<p>Pre-teach vocabulary for farm trip How to behave around animals on the farm Road safety reminders</p>	<p>Ch will use the correct vocabulary when naming and describing farm animals and their young</p>
<p>4. To observe farm animals and their young in their habitat</p> <p>Vocabulary: as above + farm, tractor, pen, stable, fence, farmer, field, straw, mud, pond, feed</p>	<p>City farm trip or farm trip if local Reminder about road safety for transport to and from the farm and how to behave with animals. Risk assessment.</p>	<p>Ch will experience a working farm and will observe farm animals in their habitats Ch can describe how to behave appropriately when out of school and around animals</p>
<p>5. To know what plants need to grow</p> <p>Vocabulary: seed, soil, water, sunlight, roots, stem, leaves, flower, bulb, shoots</p>	<p>Planting seeds, bulbs, herbs Growing cress seeds Beans in kitchen roll and plastic cups The Tiny Seed Labelling plants</p>	<p>Ch will have planted a seed and know what it needs to grow Ch will be able to use the correct vocabulary to label a plant</p>
<p>6. To recognise the common garden fruit and vegetables</p> <p>Vocabulary: lettuce, tomato, cucumber, potato, celery, carrot, beetroot, spinach, cauliflower, broccoli, apple, pear, orange, banana</p>	<p>Celery and dye experiment (veins) Make vegetable soup or a salad Healthy teddy bears picnic Taste, texture and smell tests Observational drawings</p>	<p>Ch will be able to recognize and name common fruit and vegetables Ch will describe the taste, texture and smell of a variety of fruit/vegetables</p>
<p>7. To know how we change as we grow: teeth</p> <p>Vocabulary: teeth, milk, toothbrush/paste,</p>	<p>Dentist visit Role play dentistry with toothbrushes Role play with food</p>	<p>Ch will know that teeth change as we grow Ch will know how to care for their teeth</p>



dentist, healthy eating	Links to healthy eating	
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<b>Summer B - Understanding the World: Flags; Healthy Bodies – this topic will be based on 2014 World Cup in Brazil</b>		
Learning objectives and key vocabulary	Possible experiences/activities/opportunities	Outcomes
<p>1. To know some basic information about a chosen sport e.g. Brazil World Cup 2014</p> <p>Vocabulary: Brazil, World Cup, football, team, player, goals, pitch, referee, red card, yellow card, score, nil, kit</p>	<p>Map work- identify participating countries on a world map, begin to discuss continents and countries.</p> <p>Design own football shirts- on paper or if possible on t-shirts.</p> <p>Watch some clips of famous football matches.</p>	<p>Ch will know what the World Cup is and that it is being played in Brazil this year.</p> <p>Ch will know some other countries that are playing in the World Cup.</p> <p>Children will use relevant vocabulary when talking about the World Cup.</p>
<p>2.To locate countries where we live/have visited in an atlas and recognise flags</p> <p>Vocabulary: Map, globe, atlas, flags, country, city, and other vocab relevant to chosen sport</p>	<p>Create class display reflecting countries children are from/have visited on a pinboard.</p> <p>Design a flag/copy own flag</p> <p>Matching flags to countries card game</p>	<p>Children will recognize several flags and the countries they belong to.</p> <p>Children will be able to name several countries.</p> <p>Children will know that an Atlas can be used to find out about countries around the world.</p>
<p>3. To understand there are special places where people play sports.</p> <p>Vocabulary: Stadium, supporters, fans, tickets, turnstile, pitch, changing rooms, score board, dribbling, shooting.</p>	<p>Visit sporting venue.</p>	<p>Children will experience a sporting venue.</p> <p>Children will confidently use relevant vocabulary.</p>
<p>4. To understand how football is played</p> <p>Vocab: team, player, rules, kit, see previous weeks vocab.</p>	<p>Make a list of rules for team games.</p> <p>Team building games (e.g pass the football between elbows, over and under etc)</p> <p>Play some mini games of football.</p> <p>Learn ball skills such as dribbling and</p>	<p>Children understand how football is played.</p> <p>Children will understand the need for rules in team games.</p> <p>Children will develop their cooperation skills when participating in team games.</p>

	shooting.	
<p>5. To know our heart beat changes when we exercise</p> <p>Vocabulary: Heart beat, pulse, blood, veins, breath, sweat, movement, organs, exercise</p>	<p>Set up investigation where children can exercise and then stop to feel their heart beat.</p> <p>Discuss how feeling your pulse on your wrist is your blood flowing around your body, but if you put your hands on your chest, you can feel your heart beat.</p>	<p>Children will know that your heart beats faster when you exercise.</p> <p>Children will know your heart beats slower when you are resting.</p>
<p>6. To know how athletes prepare for their events</p> <p>Vocabulary: healthy eating, sleep, exercise, training, lessons, coach etc.</p>	<p>Have an athlete (sporty person) come in and talk to the children about training, healthy eating, sleeping, participating in race/competition, losing and winning etc.</p>	<p>Children will know that athletes have to work hard to succeed in sports.</p> <p>Children will know athletes sometimes win and sometimes lose in competitions.</p>

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