



**EYFS Reception MTP Term 5 2023**

**Core Value**

**Respect**

Learning to respect toys and equipment through tidy up time!

**Parental Engagement Opportunities:**

- Stay and play-PD focus

<b>Core Texts</b>	<b>Brown Bear, Brown Bear, What Do You See?</b>	<b>Press Here</b>	
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>PSED</b>	<b>Core Learning:</b> <ul style="list-style-type: none"> <li>▪ Recognising own emotions</li> <li>▪ Sharing resources</li> <li>▪ Toileting routines including face washing</li> </ul>					
	<b>Themed Learning:</b> <ul style="list-style-type: none"> <li>▪ Going to the dentist role play opportunities</li> <li>▪ Face washing at the zoo, pets</li> <li>▪ Sharing food with the animals</li> </ul>			<b>Themed Learning:</b> <ul style="list-style-type: none"> <li>▪ Practise waiting and turn taking</li> </ul>		

<b>Communicati</b>	<b>Core Learning:</b> <ul style="list-style-type: none"> <li>▪ SALT Plans</li> <li>▪ Intensive Interaction</li> <li>▪ Identiplay sessions</li> </ul>
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	<p><b>Themed Learning:</b></p> <ul style="list-style-type: none"> <li>▪ <u>Expressive:</u> Songs about brushing teeth I can see..." and "I can hear" Vocab work. Extension: descriptive words</li> <li>▪ <u>Receptive:</u> "Find the ..." and keywords; treasure hunt</li> </ul>	<p><b>Themed Learning:</b></p> <ul style="list-style-type: none"> <li>▪ <u>Expressive:</u> Core vocab building: Naming colours and extend to colour mixing</li> <li>▪ <u>Receptive:</u> Following instructions; core functional vocabulary</li> </ul>	
Physical Development	<p><b>Core Learning:</b></p> <ul style="list-style-type: none"> <li>▪ Developing independence in personal care routines – individual outcomes</li> <li>▪ Sensory/physical regulation to support engagement &amp; wellbeing – individual outcomes</li> <li>▪ Individual Physiotherapy programmes</li> </ul>		
	<p><b>Themed Learning:</b></p> <p><u>Gross Motor:</u> Multi skills and practice multi skills races</p> <p><u>Fine Motor:</u></p> <ul style="list-style-type: none"> <li>▪ Finger gym, Funky fingers</li> </ul>	<p><b>Themed Learning:</b></p> <p><u>Gross Motor:</u> Debbie Do</p> <p><u>Fine Motor:</u></p> <ul style="list-style-type: none"> <li>▪ Write dance, dough disco</li> </ul>	

**Early Learners:**Phonics

Activities from Level 0 Phonics Progression Map

Writing:

- Sensory Mark Making. Exploring sensory mark making media Encouraging making connection between movements and marks. Developing exploring mark making using simple tools such as pressing switches, eye gaze, touch screen, sponges, paintbrushes, etc, as appropriate to individual learners.
- Using switches / Objects of Ref/ Photos/ Symbols to make simple choices.

Reading

- Daily 1:1 Shared Reading. Books sent home weekly.
- Comprehension: Responding to sensory story prompts – exploring sensory story props, anticipation of events within a familiar story.

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**Core Learners:**Phonics

- Level 1 Stage 1 - Alliteration

Writing

- Mark Making: Using mark making tools to make deliberate marks.
- Following big trails – walking along lines, jumping along a line of PE spots etc
- Big Mark Making opportunities
- Simple symbol cloze activity to name / choose colour of animals in Brown Bear

Reading

- Daily 1:1 shared reading
- Recognising /Matching / Finding Brown Bear animal pictures
- Joining in with repeated refrains

**Core Learners:**Phonics

- Level 1 Stage 1 - Alliteration

Writing

- Mark Making: Using mark making tools to make deliberate marks.
- Following small trails – driving trains along tracks, beads along wooden bead maze etc.
- Big Mark Making opportunities
- Simple symbol cloze activity to name / choose colour of dots in Let's Play

Reading

- Daily 1:1 shared reading
- Recognising /Matching / Finding Brown Bear animal pictures
- Gazing/pointing at named item on page

	<b>Extended Learning:</b> <ul style="list-style-type: none"> <li>Phonics: Level 2 GPCs</li> <li>Writing: letter formation – Following lines using a mark making tool</li> <li>Tracing name/motivating word/s</li> <li>Tracing / independently writing Level 2 graphemes</li> </ul>	<b>Extended Learning:</b> <ul style="list-style-type: none"> <li>Phonics: Level 2 GPCs</li> <li>Writing: letter formation – Following lines using a mark making tool</li> <li>Tracing name/motivating word/s</li> <li>Tracing / independently writing Level 2 graphemes</li> </ul>	
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<b>Mathematics</b>	<b>Early Learners:</b> <ul style="list-style-type: none"> <li>Number: Counting &amp; 1 to 1 correspondence</li> <li>Numeral Pattern: comparison sensory difference</li> </ul>	<b>Early Learners:</b> <ul style="list-style-type: none"> <li>Number: Counting &amp; 1 to 1 correspondence</li> <li>Numeral Pattern: comparison sensory difference</li> </ul>	
	<b>Core Learners:</b> <ul style="list-style-type: none"> <li>Number: More / Less, quantity</li> <li>Numeral Pattern: Sequencing patterns 1,2,1,2</li> </ul>	<b>Core Learners:</b> <ul style="list-style-type: none"> <li>Number: More / Less, quantity</li> <li>Numeral Pattern: Sequencing patterns 1,2,1,2</li> </ul>	
	<b>Extended Learning:</b> <ul style="list-style-type: none"> <li>Number: Ordinal Numbers</li> <li>Numeral Pattern: comparison – opposites. Sequencing patterns 123, 123</li> </ul>	<b>Extended Learning:</b> <ul style="list-style-type: none"> <li>Number: Ordinal Numbers</li> <li>Numeral Pattern: comparison – opposites. Sequencing patterns 123, 123</li> </ul>	
<b>Understanding the World</b>	<b>Core Learning:</b> <ul style="list-style-type: none"> <li>My life: now &amp; next / daily schedule/ days of the week/ months of year</li> <li>My environment: weather / tidying up / forest fun/school</li> </ul>		
	<b>Themed Learning:</b> <ul style="list-style-type: none"> <li>Spring; linked colours with books</li> <li>Different types of walks</li> </ul>	<b>Themed Learning and celebrations:</b> <ul style="list-style-type: none"> <li>Spring; linked colours with books</li> <li>Coronation</li> </ul>	

<b>Expressive Arts Design</b>	<b>Art &amp; Design:</b> Collage and textures <u>Imaginative</u> - home corner, role play, small world play  <b>Music:</b> Daily singing	<b>Art &amp; Design:</b> Collage and textures <u>Imaginative</u> - home corner, role play, small world play  <b>Music:</b> Daily singing	

<b>To Note:</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> This plan is supported by a Continuous Provision medium term plan</li> <li><input checked="" type="checkbox"/> Suggested Enhanced Provisions will be amended to follow the children's interests as appropriate</li> <li><input checked="" type="checkbox"/> Texts may be modified or presented in a variety of ways to engage and extend</li> <li><input checked="" type="checkbox"/> Individual pupil progression through the SEYAP will shape the learning in all 7 areas to ensure challenge. This differentiation may be evidenced in different communication strategies, scaffolding of learning/task, expectation, presentation as well as difference in actual learning task/activity.</li> <li><input checked="" type="checkbox"/> Class Teachers may adapt or add to the medium-term planning ideas to support appropriate challenge &amp; engagement for their learners</li> </ul>
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### Springtime Themed Continuous Provision Enhancements Plan Term 5 2023

Area of Provision	Area of Learning	Enhancement	Outcomes	Key Vocabulary and Questions
<b>Book Corner</b>	<ul style="list-style-type: none"> <li>▪ <i>Literacy: Reading, Pre-phonics &amp; Phonics</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Springtime reading area with a selection of fiction and non-fiction books, enhanced with Reading hampers / book picnic, bunting, soft toys (such as rabbits, lambs etc)</li> </ul>	<ul style="list-style-type: none"> <li>▪ To choose to engage with the reading area and resources</li> <li>▪ To choose to look at books independently</li> </ul>	<ul style="list-style-type: none"> <li>▪ Colour names</li> <li>▪ Words related to shared text</li> </ul>

			<ul style="list-style-type: none"> <li>To choose to share a book with an adult or a peer</li> </ul>	
<b>Mark Making / Art Table</b>	<ul style="list-style-type: none"> <li><i>Physical Development: Fine Motor</i></li> <li><i>Expressive Arts</i></li> </ul>	<ul style="list-style-type: none"> <li>Frogs in jelly</li> <li>Painting with feathers</li> <li>Whisking bubble water</li> <li>Pipettes and watercolours squirted onto kitchen roll</li> <li>Printing with natural materials found outside</li> <li>Paper cake case flowers</li> </ul>	<ul style="list-style-type: none"> <li>To develop fine motor skills</li> <li>To use tools with control</li> <li>To develop mark making with increased intent</li> </ul>	<ul style="list-style-type: none"> <li>Colour names</li> </ul>
<b>Small World / Role play</b>	<ul style="list-style-type: none"> <li><i>PSED: Making Relationships</i></li> <li><i>Language &amp; Communication: Expressive &amp; receptive</i></li> <li><i>Understanding the World: The World</i></li> <li><i>Literacy: Mark Making</i></li> </ul>	<ul style="list-style-type: none"> <li>Create a small world tadpole / frog pool for children to explore using tapioca/ jelly in tuff tray.</li> <li>Use natural materials such as twigs, feathers and hay to make bird nest. Enhance with plastic eggs/bird soft toys.</li> <li>Spring Clean the home corner – leave dusters, toy hoovers, sponges etc. Sprinkle area lightly with flour/glitter for children to clean.</li> <li>Chopping herbs and spring Veg in home corner</li> </ul>	<ul style="list-style-type: none"> <li>Sharing space / resources with adults/ peers</li> <li>Take turns</li> <li>To investigate and explore texture.</li> <li>To use language associated with size / colour / natural world</li> <li>To begin to develop imaginative play skills</li> </ul>	<ul style="list-style-type: none"> <li>Frog, tadpole, baby.</li> <li>egg, feather, nest</li> <li>bird, baby</li> <li>clean, dirty</li> <li>chop, snip,</li> </ul>
<b>Maths Enhanced Provision</b>	<ul style="list-style-type: none"> <li><i>Mathematics: Number; Numerical pattern</i></li> </ul>	<ul style="list-style-type: none"> <li>5 little Speckled Frogs – enhance frog pool with numbers, a log and some toy frogs.</li> <li>Hollow plastic eggs for counting out / colour sorting / sorting by size/ filling and emptying.</li> <li>Little plant pots for ‘planting’ seeds – filling, emptying and pouring lentils. Matching numbers on laminated ‘seeds’ to numbers on pot. Counting out pompom ‘seeds’ to a given number on the pot.</li> </ul>	<ul style="list-style-type: none"> <li>To explore and recognise space and shape</li> <li>To say / identify numerals / number names</li> </ul>	<ul style="list-style-type: none"> <li>More, less, number names, full, empty,</li> </ul>
<b>Sensory / Messy Play</b>	<ul style="list-style-type: none"> <li><i>Physical Development: Fine Motor</i></li> <li><i>PSED</i></li> <li><i>Language &amp; Communication</i></li> <li><i>Understanding the World: The World</i></li> <li><i>Expressive Arts</i></li> </ul>	<ul style="list-style-type: none"> <li>Jelly / slime / tapioca play – find frogs / natural objects</li> <li>Coloured rice / oats / sand etc</li> <li>Petal potion making</li> <li>Paint colour mixing</li> <li>Spray / Squirty bottles of coloured water</li> <li>Natural springtime Play dough <a href="https://theimaginationtree.com/natural-dyes-for-play-dough/">https://theimaginationtree.com/natural-dyes-for-play-dough/</a></li> <li>Gluten Free / sensitive skin playdough (non-edible)</li> </ul>	<ul style="list-style-type: none"> <li>To explore a natural resources</li> <li>To explore using different senses</li> <li>To communicate about resources</li> </ul>	Names of colours Smell, squeeze, poke, hard, soft, rough, smooth, dirty, clean, Mix. stir

		<ul style="list-style-type: none"> <li>▪ <a href="https://theimaginationtree.com/silky-soft-play-dough-recipe-sensitive-skin/">https://theimaginationtree.com/silky-soft-play-dough-recipe-sensitive-skin/</a></li> </ul>		
<b>Investigation Construction Round Table</b>	<ul style="list-style-type: none"> <li>▪ <i>Understanding the World: Natural world</i></li> <li>▪ <i>Language &amp; Communication</i></li> <li>▪ <i>Physical Development: Fine Motor</i></li> <li>▪ <i>Maths: Numerical Pattern</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Cress seeds. Watering can and cotton wool for growing cress.</li> <li>▪ Edible Flowers/ herbs / large glades of grass on a light box</li> <li>▪ Provide some magnifying glasses for children to use. Encourage them to look closely at the natural materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ To interact with objects independently</li> <li>▪ To begin to communicate about what they are doing</li> <li>▪ To make choices when creating</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grow, water, light, dark, big, small. More, stop.</li> </ul>

<b>Outdoor Areas</b>	<ul style="list-style-type: none"> <li>▪ <i>PSED: Building Relationships / Sense of Self</i></li> <li>▪ <i>Communication and Language</i></li> <li>▪ <i>Physical Development Gross &amp; fine motor</i></li> <li>▪ <i>Literacy: Mark Making Reading</i></li> <li>▪ <i>Mathematics Number</i></li> <li>▪ <i>PSED: Building relationships</i></li> <li>▪ <i>Understanding the World: The World</i></li> </ul>	<p><b><u>Muti-skills</u></b></p> <ul style="list-style-type: none"> <li>▪ Balance trails – balancing / jumping off</li> <li>▪ Hoops / hopscotch – hopping and jumping</li> <li>▪ Beanbags for throwing and catching/balancing</li> </ul> <p><b><u>Mark Making</u></b></p> <ul style="list-style-type: none"> <li>• Squirty bottles and spray bottles</li> <li>• Big paper on floor / fences with big paint brushes</li> <li>• Ribbon sticks</li> <li>• Chalks / chalk paint for walls / floor</li> </ul> <p><b><u>Den</u></b></p> <ul style="list-style-type: none"> <li>• Build a reading Den</li> </ul> <p><b><u>Soil / Sand Play</u></b></p> <ul style="list-style-type: none"> <li>• Replace sand with soil if appropriate.</li> <li>• Flower pots / seeds / watering cans / rakes / spades</li> <li>• Real / artificial flowers / vegetables</li> </ul> <p><b><u>Water Play</u></b></p> <ul style="list-style-type: none"> <li>• Flower petal / herb potion making</li> <li>• Coloured water mixing</li> <li>• Watering cans</li> <li>• Squirty bottles</li> <li>• Puddle jumping</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>RESPECTING equipment – tidying up</b></li> <li>▪ Turn taking</li> <li>▪ Sharing resources / space</li> <li>▪ Persevering</li> <li>▪ To develop gross motor skills</li> <li>▪ To move across a variety of surfaces with confidence</li> <li>▪ To begin to make own dynamic risk assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbs – hop, run, walk, jump, catch, throw etc.</li> <li>▪ Adjectives – fast, quickly, slowly, carefully, high, low,</li> </ul>
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