

Reception Class Planning and Resourcing

This is a primary school reception class in the Summer Term. The school admits new children every term, so there are a number of new children in the class.

Example: Planning and Resourcing

Date:

**Context: What has happened before?
Evidence from 'Look, Listen and Note'**

**What we want children to learn
(Development Matters)**

Outline of activity (Effective Practice)	
Possibilities for adult-directed teaching	Opportunities for children to explore and apply

**Questions for staff to ask themselves when observing
In both the planned activity and opportunities to explore and apply:
(Look, listen and note)**

**Next steps
Based on what the children did as recorded in 'Look, listen and note'**

Example Planning and Resourcing

Date:

Context: What has happened before? Evidence from 'Look, Listen and Note'

The children are very involved in a topic, 'Tales from Long Ago'. They especially enjoy using construction materials and model-making – older children will revisit and extend previous learning and new children will be exploring this area for the first time. Collaborative learning experiences will be promoted as children are keen to work in pairs and small groups.

What we want children to learn (Development Matters)

Communication, Language and Literacy

Language for Thinking:

**Use talk to organise, sequence and clarify thinking, ideas, feelings and events.*

Problem Solving, Reasoning and Numeracy

Position and transform shapes, recognise and use their properties to visualise and construct:

**Use familiar objects and common shapes to create and recreate patterns and build models.*

**Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.*

**Use everyday words to describe position.*

Knowledge and Understanding of the World

Explore and investigate:

**Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.*

Outline of Activity (Effective Practice)	
Possibilities for adult-directed teaching	Opportunities for children to explore and apply
<ul style="list-style-type: none"> • Use 3D shapes → build a castle for a fairy tale character. • Introduce children to castles by looking at models and pictures of real and fairy tale castles. What shapes are the towers, roofs, turrets, bricks? Model appropriate language, such as using 3D shape names, words such as tall, taller, short, shorter, wide, wider, and positional language, behind, underneath, and so on. • Look with the children to find pictures from information books and the internet of castles around the world. • Children find shapes they could use. • In pairs or small groups build a castle for a fairy tale character to live in – toy characters of various sizes, including dressing-up clothes for themselves. • Adult support by modelling appropriate shape language and questioning: “I wonder what would happen if you placed one more on top?” Pose challenges to stimulate reasoning and problem-solving: “How can you make it large enough to fit two of you in it?”. Encourage children to talk through their ideas and describe their models. 	<ul style="list-style-type: none"> • Set up construction area(s) with a wide variety of suitable building materials using 3D shapes – large and small bricks, junk material, wood off-cuts, plastic 3D shapes (indoor and/or outdoor). • Paints available to paint models as appropriate – exploration of faces, edges, and so on. • 3D shapes available for printing, to explore faces and link to 2D shapes. • Put non-fiction books and pictures of castles and other similar buildings, e.g. churches, in the construction area (for prompting, comparison). • Construction sets with different sized characters and animals. • Ensure clipboards are available to promote recording of models – adults will need to show children how to do this by sketching a model they or a child has made, talking through the shape names, using positional language, and so on, appropriately to model the words. • Small world play area to include castles and fairy tale characters in appropriate sizes. • Set up role-play area as a castle with old artefacts (in contrast to utensils in a modern role-play house). • 2D shapes of different sizes available in the creative area for sticking/picture-making. • Large floor 2D shapes (outdoor maths area). • Digital camera available for children to record their models.

**Questions for staff to ask themselves when observing:
In both the planned activity and opportunities to explore and apply:
(Look, listen and note)**

Problem Solving, Reasoning and Numeracy

How are children using mathematical language to describe solid and flat shapes?

How are children using everyday words to describe position?

How are children comparing size and using measurement?

Communication, Language and Literacy

How did children interact with others? Did they listen to others' suggestions? Take part in negotiations? Observe and note developments in language.

Knowledge and Understanding of the World

How did the children select their materials? Did they change and adapt their work?

Next steps

Based on what the children did as recorded in 'Look, listen and note'