
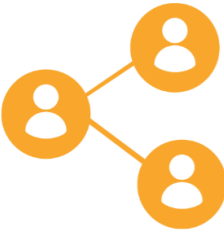
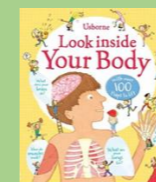



Summer Term Reception Class Medium Term Plan

Themes: Growth and Animals

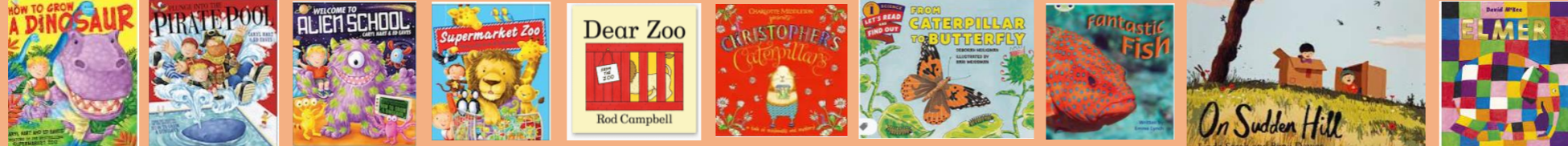
Prime Areas


Area of learning	Objectives/skills	Revisit/ongoing throughout the year
<p>Communication and Language</p> 	<p>Listening Listen attentively and respond to what they hear with relevant questions, comments, or actions.</p> <p>Attention Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.</p> <p>Respond Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat"</p> <p>Understanding Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g., Animals, transport, food, etc. Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth. Name objects, characters, and animals from a description E.g. "It lives in the jungle and is fierce with big teeth and is stripy."</p> <p>Speaking Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. E.g., "I made a big round pizza with tomato, cheese and ham on top" Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>
<p>Personal, Social and Emotional Development</p> 	<p>Relationships</p> <ol style="list-style-type: none"> 1. I can identify some of the jobs I do in my family and how I feel like I belong 2. I know how to make friends to stop myself from feeling lonely 3. I can think of ways to solve problems and stay friends 4. I am starting to understand the impact of unkind words 5. I can use Calm Me time to manage my feelings 6. I know how to be a good friend <p>Changing Me</p> <ol style="list-style-type: none"> 1. I can name parts of the body 2. I can tell you some things I can do and foods I can eat to be healthy 3. I understand that we all grow from babies to adults 4. I can express how I feel about moving to Year 1 5. I can talk about my worries and/or the things I am looking forward to about being in Year 1 6. I can share my memories of the best bits of this year in Reception 	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p>Key vocabulary: Lonely, calm, family, job Growth, bodies, fears</p>



<p>Physical Development</p> 	<p>Fine Motor Develop the foundations of a handwriting style which is fast, accurate and efficient. Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Gross motor Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>
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Specific Areas

<p>English Key Texts</p>		<p>Daily songs, nursery rhymes and school/class songs.</p>
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<p>Literacy</p> 	<p>Comprehension Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p>Word Reading Read some tricky words from Phase 4 e.g., said, like, have, so. Re-read what they have written to check that it makes sense.</p> <p>Writing Summer 1 Emergent writing Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition Write a simple sentence with a full stop. Spelling Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. Helicopter Stories Progression Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p> <p>Writing Summer 2 Emergent writing Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition Write a simple narrative in short sentences with known letter sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories and letters). Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting Use a pencil confidently to write letters that can be clearly recognised. Helicopter Stories Progression Child confident to write a simple short story. May still need a phonics mat to support.</p>
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<p>Phonics</p>	<p>Phase 4 Recognise and read phase 4 words with consonant blends.</p>
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<p>Mathematics</p> 	<p>Texts</p>  <p>Summer 1 To 20 and Beyond! Building numbers beyond ten Counting patterns beyond ten Spatial reasoning- match, rotate and manipulate First Then Now Adding more Taking away Spatial reasoning- compose and decompose</p> <p>Summer 2 Find My Pattern Doubling Sharing and grouping Even and Odd Spatial reasoning- visualise and build</p> <p>On the Move Deepening understanding Patterns and relationships Spatial reasoning-maps</p> <p>Key vocabulary: match, rotate, double, half, halve, share, equal, equally, fair, group, odd, even, add, total, equals, subtract, pattern</p>
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<p>Understanding the World</p>	<p>Science How do plants grow? Observe plants in the wild and recognise where they grow, etc.</p>	<p>Science How do Caterpillars turn into Butterflies? Observe the life cycle of a butterfly</p>
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Know what seeds are
 Know how to care for seeds and bulbs as they attempt to make them grow
 Have enough knowledge of what they need to do to help plants to grow and flourish
Key knowledge: children know that seeds need water and warmth to grow. They know that the sun helps plant to grow.
Key vocabulary: seeds, seedling, bulbs, soil, warmth, grow, growth

Geography
Which shops will we find down the road?
 Recognise why there are shops where they are.
 Know what people would do if they were not able to buy things in the local shops.
 Recreate the main shopping area in the classroom using blocks and home-made models
 Draw information from a simple map.
Key knowledge: children know where the local shops are and can use a simple map of the area.
Key vocabulary: map, local, shops

RE Summer 1 What is special about being in our world?
 Talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world.
Key knowledge: know what plants and animals need.
Key vocabulary: world, feelings, nature, prophet Muhammed, natural world, creation

Make observations and draw pictures of animals.
Key knowledge: Children know the life cycle of a butterfly.
Key vocabulary: life cycle, egg, caterpillar, pupa, chrysalis, butterfly, metamorphosis

Why do we go to the seaside in summer?
 Understand the effect of changing seasons on the natural world around them
 Know some similarities and differences between the natural world around them, drawing on their experiences and what has been read in class
Key knowledge: children know that summer follows spring and that the weather is warmer in the summer.
Key vocabulary: summer, heat, growth

RE Summer 2 Being special: where do we belong?
 Share occasions when others have made them feel special
Key knowledge: Know what happens when a baby is welcomed to Islam. Know what happens when a baby is baptised.
Key vocabulary: religious, special, Christian, Prophet Muhammed, baptism, Islam

Expressive Arts and Design



<u>Drawing skills</u>	To draw a detailed picture which is recognisable by an adult selecting appropriate colours.
<u>Colour mixing</u>	Independently mix colours and explore shades and tones.
<u>Collage and texture</u>	Use a range of uncut materials Use a range of glue Have a free choice of outcome
<u>Painting</u>	Use water pots to clean brush and change water when needed To choose appropriate brush size To know how to make some secondary colours To mix their own colours
<u>Equipment</u>	Split pins String Hole punch A variety of brush sizes
<u>Cutting</u>	Cut around objects with care and some precision Hold scissors correctly
<u>DT</u>	Creating a Zoo Discuss what they are going to make and create a simple list of what they need/want to include in their design. Observe and describe the features of a range of similar products to the ones they are creating/designing to help generate their list Draw a picture of what they want their product to look like. Explore and discuss a range of materials that they could use to make their product. Talk about what they like and could improve about their products with prompts Key knowledge: children can select the correct materials they need to create a zoo. They know how they can improve their final product. Key vocabulary: list, design, improve
<u>Music</u>	To have a knowledge of some different instruments and how they're played Watch and listen to musicians play and talk about what they see and feel Perform in front of an audience with confidence and a clear and loud voice Begin to create their own music and dances Key knowledge: Children know what tempo and volume are. Key vocabulary: perform, pitch- high and low, tempo- fast and slow, volume- quiet and loud