

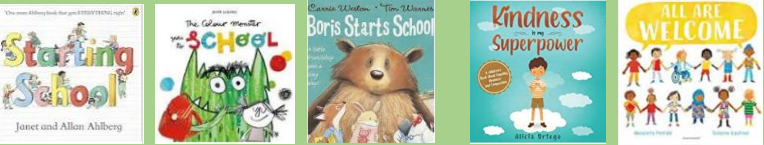



Autumn Term Reception Class Medium Term Plan

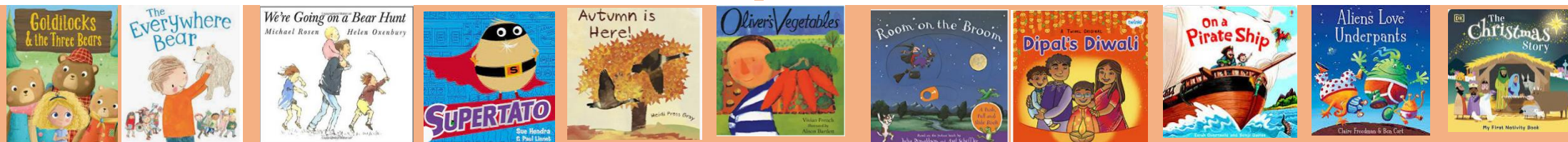

Themes: Food and Colour, Celebrations and Light

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
Communication and Language 	<p><u>Listening</u> Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i></p> <p><u>Attention</u> Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i></p> <p><u>Respond</u> <i>Engage in story times.</i> Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g., ‘chime = freeze & show me 5’ (whole school rule)</p> <p><u>Understanding</u> Follow 1 step instructions e.g., put book bag in the box. <i>Understand ‘why’ questions.</i></p> <p><u>Speaking</u> <i>Use sentences of 4-6 words.</i> <i>Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.</i> Begin to use social phrases e.g., ‘Good Morning!’ <i>Use talk to organise themselves and their play.</i></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>
Personal, Social and Emotional Development 	 <p><u>Being in My World</u> 1. I understand how it feels to belong and that we are similar and different 2. I can start to recognise and manage my feelings 3. I enjoy working with others to make school a good place to be 4. I understand why it is good to be kind and use gentle hands 5. I am starting to understand children’s rights and this means we should all be allowed to learn and play 6. I am learning what being responsible means</p> <p><u>Celebrating Difference</u> 1. I can identify something I am good at and understand everyone is good at different things 2. I understand that being different makes us all special 3. I know we are all different but the same in some ways 4. I can tell you why I think my home is special to me 5. I can tell you how to be a kind friend</p>	<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.</p> <p>Key vocabulary: Belong, similar, different, feeling, rights, responsible, special, kind</p>

<p>Physical Development</p> 	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Develop the overall body strength, co-ordination, balance, and agility.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p> <p>Progress towards a more fluent style of movement with developing control and grace.</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p>
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Specific Areas

English Key Texts											Daily songs, nursery rhymes and school/class songs.	
Literacy	<div></div> <div>Comprehension Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs, and poems. Join in with repeated refrains and key phrases.</div> <div>Word Reading Hear general sound discrimination and be able to orally blend and segment. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</div> <div>Writing Autumn 1 <u>Emergent writing</u> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. <u>Composition</u> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. <u>Spelling</u> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. <u>Handwriting</u> Know that print carries meaning and in English, is read from left to right and top to bottom. Form letters for corresponding letter sounds that we are focusing on in phonics. <u>Helicopter stories progression</u> Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</div> <div>Writing Autumn 2 <u>Emergent writing</u> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. <u>Composition</u> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. <u>Spelling</u> Orally spell VC and CVC words by identifying the sounds. Write own name. <u>Handwriting</u> Form letters from their name correctly. Recognise that after a word there is a space. <u>Helicopter Stories Progression</u> Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Rereading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</div>											
Phonics	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, and alliteration and be able to orally blend and segment simple words. Introduce phase 2 phonemes.											

Mathematics



Texts







<p>Autumn 1</p> <p>Baseline – 3 weeks</p> <p>Opportunity to settle in, intro the areas of provision inside and outside and get to know the children’s mathematical knowledge through play, intro key times of day, class routines, where do things belong? Positional language</p> <p>Just Like Me</p> <p>Count objects, actions, and sounds.</p> <p>Subitise</p> <p>Matching - same/different, colour, size, shape.</p> <p>Sorting into groups – counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers.</p> <p>Comparing amounts – equal, more than, fewer than.</p> <p>Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest</p> <p>Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.</p>	<p>Autumn 2</p> <p>Representing 1,2& 3</p> <p>Comparing 1,2 & 3</p> <p>Composition of 1,2 & 3</p> <p>Circles and triangles</p> <p>Positional language</p> <p>Dark and Light</p> <p>Representing Numbers to Five</p> <p>One more one fewer</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Key vocabulary:</p> <p>Count, subitise, match, sort, compare, size, small, smaller, big, bigger, equal, more than, fewer than, short, shortest, shorter, tall, tallest, taller, pattern, rule, 2D shape, circle, square, rectangle, oblong, triangle, side, straight, curved, corner, vertices, inside, out, beside, under, over, behind, day, night</p>
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Understanding the World



History



Who are our significant people?


Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.

Begin to develop a sense of continuity and change by being able to compare characters from stories.

Key knowledge: to know about family structures and be able to talk about who is part of their family. Know that there are lots of different families.

Key Vocabulary: family, different, similar

Science



Why are there so many leaves on the floor?

Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in welly walks, making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Key knowledge: know that in autumn some leaves fall off trees and some animals start to hibernate for winter. Know that Halloween, Bonfire Night and Diwali is celebrated in autumn.

Key vocabulary: autumn, change, leaves, environment, hibernate

RE

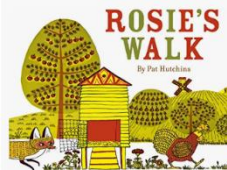
Autumn 1 Which Stories are Special and Why?

Talk about the Calming of the Storm, the parable of the two sons, David and Goliath, the first revelation of the Qur’an.

Key knowledge: know that Jesus was the son of God and know some religious stories. Know that the Bible and Qu’ran are sacred texts.

Key vocabulary: special, pray, God, Jesus, worship, Bible, Qu’ran

Geography



How did Rosie know where she had walked?

Using a simple map to record key resources that are around them.

Moving from a book to create a concrete representation of what they have experienced.

Key knowledge: Know what map is and how to make one.

Key vocabulary: map, across, yard, around, past, under, over

History

Autumn 2 What times are special and why?

Talk about a significant event in their lives, e.g., birthday

Consider significant events in their lifetime.

Consider any other significant event such as a special sporting event or a special musical event, going to the dentist.

Key knowledge: recall special times in their lives and know they happened in the past.

Key vocabulary: special event, past

RE

Autumn 2 What times are special and why?


Recognise that people have different beliefs and celebrate special times in different ways.

Give examples of special occasions that they and others have experienced and suggest features of a good celebration.

Key knowledge: know why Christmas, Easter and Diwali are special times for believers.

Key vocabulary: Christmas, Jesus, Celebration, Easter, Festival, Diwali, Sukkot


Expressive Arts and Design

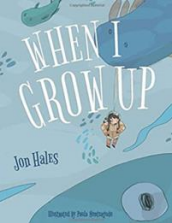


<u>Drawing skills</u>	Use shapes to depict an idea or image and talk about what they have drawn.
<u>Colour mixing</u>	Naming, sorting and comparing colours. Identifying primary colours.
<u>Collage and texture</u>	Use pre-cut materials Use glue sticks Use a given outline

	<u>Painting</u>	Use fat brushes Use lidded pots for paint Use ready mixed paint
	<u>Equipment</u>	Masking tape Glue sticks Scissors Fat brushes Lidded pots
	<u>Cutting</u>	Make snips on paper With support, begin to hold scissors correctly
	<u>DT</u>	<u>Diwali Lamp</u> 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. Key knowledge: Know how to make a diva lamp that will hold a tea light. Key vocabulary: clay, pinch, diva, press, mould <u>Food tasting, fruit salads and baking</u> Taste, describe and evaluate a range of food and be able to talk about some foods that are good for you and why I can use simple utensils and equipment to mix, grate and squeeze safely Measure dry and liquid ingredients using measuring containers e.g. tea/table spoons and cups Key knowledge: know how to cut food into smaller pieces, describe food based on taste and know to wash hands before handling food. Key vocabulary: cut, chop, peel, pieces, taste
	<u>Music</u>	Listen attentively to music Sing nursery rhymes following the melody Keep a steady beat, this may be whilst singing tapping their knees, dancing to music or with instruments Perform in front of an audience Key knowledge: know a variety of nursery rhymes and songs. Key vocabulary: beat, perform

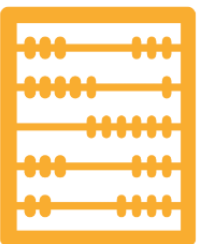
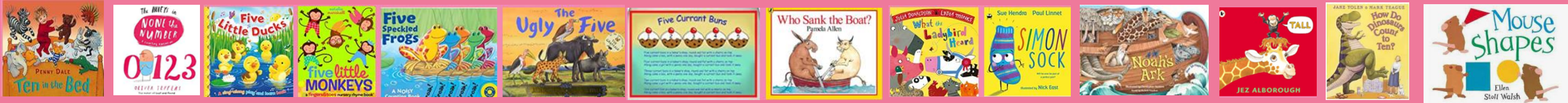
Spring Term Reception Class Medium Term Plan
Themes: Fairy Tales and Rhyme
Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
Communication and Language 	<u>Listening</u> Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying. <u>Attention</u> Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom. <u>Respond</u> Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play. <u>Understanding</u> Consider the listener and takes turns to listen and speak in different contexts. <u>Speaking</u> Use talk to pretend objects stand for something else in play.	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.

	Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.	
<div>Personal, Social and Emotional Development</div> <div></div>	<div><u>Dreams and Goals</u></div> <div>1.I understand that if I persevere I can tackle challenges</div> <div>2.I can tell you about a time I didn’t give up until I achieved my goal</div> <div>3.I can set a goal and work towards it</div> <div>4.I can use kind words to encourage people</div> <div>5.I understand the link between what I learn now and the job I might like to do when I’m older</div> <div>6.I can say how I feel when I achieve a goal and know what it means to feel proud</div> <div><u>Healthy Me</u></div> <div>1. I understand that I need to exercise to keep my body healthy</div> <div>2. I understand how moving and resting are good for my body</div> <div>3. I know which foods are healthy and not so healthy and can make healthy eating choices</div> <div>4. I know how to help myself go to sleep and understand why sleep is good for me</div> <div>5. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</div> <div>6. I know what a stranger is and how to stay safe if a stranger approaches me</div> <div></div>	<div>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.</div> <div>Key vocabulary: Persevere, goal, job, challenge Healthy, unhealthy, stranger, clean</div>
<div>Physical Development</div> <div></div>	<div>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.</div> <div>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.</div> <div>Further develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting, and aiming.</div> <div>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</div>	<div>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</div>

Specific Areas

English Key Texts	       	Daily songs, nursery rhymes and school/class songs.
Literacy	<div></div> <div>Comprehension Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</div> <div>Word Reading Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school’s phonic programme.</div> <div>Writing Spring 1 <u>Emergent writing</u> Use appropriate letters for initial sounds. <u>Composition</u> Orally compose a sentence and hold it in memory before attempting to write it. <u>Spelling</u> Spell to write VC and CVC words independently using Phase 2 graphemes. <u>Handwriting</u> Shows a dominant hand. Write from left to right and top to bottom. <u>Helicopter Stories Progression</u> Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story. Writing Spring 2 <u>Emergent writing</u> Build words using letter sounds in writing.</div>	

	Composition Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Helicopter Stories Progression More phonetically correct words are written by child along with common words, e.g. ‘the’ and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words					
Phonics	Phase 3 Recognise and read phase 3 sounds. Read words with phase 3 sounds in.					
Mathematics	<div><div></div><div></div></div> <table><tr><td>Spring 1 <u>Alive in Five!</u> Introducing zero Comparing numbers to five Composition of 4 & 5 Comparing mass Comparing capacity <u>Growing 6,7,8</u> 6,7,8 Making pairs Combing two groups Length, height and time</td><td>Spring 2 <u>Building 9 & 10</u> 9 &10 Comparing numbers to 10 Bonds to ten 3D shape pattern <u>Consolidation</u></td><td>Key vocabulary: Zero, compare, estimate, weigh, light, heavy, lighter, heavier, full, empty, half full, nearly empty/full, pair, long, short, longer, longest, shorter, shortest, tall, taller, tallest, first, last, morning, afternoon, evening, 3D shape, cube, cuboid, sphere, cylinder, cone</td></tr></table>			Spring 1 <u>Alive in Five!</u> Introducing zero Comparing numbers to five Composition of 4 & 5 Comparing mass Comparing capacity <u>Growing 6,7,8</u> 6,7,8 Making pairs Combing two groups Length, height and time	Spring 2 <u>Building 9 & 10</u> 9 &10 Comparing numbers to 10 Bonds to ten 3D shape pattern <u>Consolidation</u>	Key vocabulary: Zero, compare, estimate, weigh, light, heavy, lighter, heavier, full, empty, half full, nearly empty/full, pair, long, short, longer, longest, shorter, shortest, tall, taller, tallest, first, last, morning, afternoon, evening, 3D shape, cube, cuboid, sphere, cylinder, cone
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Understanding the World	Science Why is it always cold in winter? Understand some important processes and changes in the natural world around them, including the seasons Keep a simple record of each day in terms of rainfall, sunshine, temperature, etc. Key knowledge: know that winter comes after autumn and that the temperature is colder in the winter. List some weather conditions in the winter. Know that some animals hibernate over winter. Key vocabulary: winter, bare, cold, temperature, weather, hibernate <u>Geography</u> What would it be like to live in another country? Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Know that the lives of children may be different according to where you were born and live. Key knowledge: the children know that life can be different in other countries. They can tell someone how Australia is different to the UK. Key vocabulary: world, weather, lives, similarities, differences <u>RE Spring 1 Which people are special and why?</u> Talk about people who are special to them. Say what makes their family and friends special to them. Recall and talk about Jesus as a friend to others. Recall a story about a special person in Sikhism and talk about what can be learnt from it. Key knowledge: Know why Jesus is important to Christians Key vocabulary: special, different, qualities/talents, Sikhism, community		Science Which mini-beasts can we see in our school grounds? Begin to observe for an extended time Be able to record what they have seen Being able to use a simple system for counting number of observations Explore the natural world around them, making observations and drawing pictures of animals and plants Key knowledge: identify and name some mini-beasts (spider, worm, woodlouse, beetle) Key Vocabulary: mini-beast, worm, beetle, spider, woodlouse, explore, collect What happens in the spring? Understand some important processes and changes in the natural world around them, including the seasons Key knowledge: buds grow on trees in the spring time, flowers start to grow and some animals such as sheep are born in the spring. Key vocabulary: buds, spring, grow, blossom, flowers <u>History</u> Who used these gadgets and what were they used for? Use different artefacts to help them understand how things change over time, e.g., telephone Comment on images of familiar situations in the past. Confidently use words like yesterday, last week, last term and a long time ago Key knowledge: children know that the past has already happened. They know that people used different gadgets to what we use now. Key vocabulary: past, gadget <u>RE Spring 2 Which places are special and why?</u> Talk about somewhere that is special to you, and tell others why it is so special. Key knowledge: know that a church is a special place to Christians. Key vocabulary: special, church, memories, religious, spiritual, worship			



<u>Drawing skills</u>	With support knowegin to add detail and appropriate colours. Begin to think about the size of their drawing in correlation to the paper and images/shapes.
<u>Colour mixing</u>	With support, use poster paints to mix colours. Identify and compare light and dark colours.
<u>Collage and texture</u>	Use a range of cut and un cut materials With support, select appropriate glue for materials e.g. glue stick or PVA Use given outlines and begin to create their own outlines Select a material from more than one choice e.g. feathers or collage, to create a more a personalised outcome.
<u>Painting</u>	Introduce thinner brushes Use water pots to clean brush Begin to explore mixing colours Use colour pallets and blocks
<u>Equipment</u>	tape PVA glue Thinner brushes Water pots Colour pallets and blocks Spreaders
<u>Cutting</u>	Cut a range of lines e.g. straight, wavy, zig zag Hold scissors correctly with less adult support
<u>DT</u>	<u>Making Bridges for the Goats</u> <u>Making a House for the Three Little Pigs</u> 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 will know how to join materials using tape, glue and construction pieces. Key vocabulary: join, plan, improve, materials, cut, balance,
<u>Music</u>	Repeat a given rhythm Discuss change/ patterns as the music develops Move in time to a piece of music with a pulse and respond Explore instruments independently and in a group Sing in a group increasingly matching the pitch Listen to different kinds of music from across the globe Perform in front of an audience with increasing confidence Key knowledge: know how change pitch and move in time to the musix. Key vocabulary: pattern, rhythm, pitch-high and low, perform

Summer Term Reception Class Medium Term Plan
Themes: Growth and Animals
Prime Areas

Area of
learning

Objectives/skills

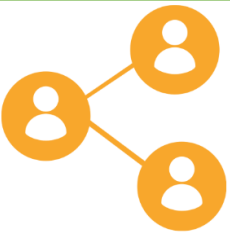


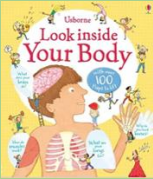

Revisit/ongoing
throughout the year

Communication
and Language



<u>Listening</u> Listen attentively and respond to what they hear with relevant questions, comments, or actions.
<u>Attention</u> Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.
<u>Respond</u> Make comments about what they have heard and ask questions to clarify thinking.

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.
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	<p>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><u>Understanding</u></p> <p>Retell a story with some exact repetition and in their own words.</p> <p>Understand that words can be put into groups or categories, and give examples from each category E.g., Animals, transport, food, etc.</p> <p>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.</p> <p>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><u>Speaking</u></p> <p>Articulate and create an imaginary story of their own in play or in writing.</p> <p>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”</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults.</p> <p>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>Personal, Social and Emotional Development</p> 	<p><u>Relationships</u></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 belong2. I know how to make friends to stop myself from feeling lonely3. I can think of ways to solve problems and stay friends4. I am starting to understand the impact of unkind words5. I can use Calm Me time to manage my feelings6. I know how to be a good friend <p><u>Changing Me</u></p> <ol style="list-style-type: none">1. I can name parts of the body2. I can tell you some things I can do and foods I can eat to be healthy3. I understand that we all grow from babies to adults4. I can express how I feel about moving to Year 15. I can talk about my worries and/or the things I am looking forward to about being in Year 16. 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><u>Fine Motor</u></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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><u>Gross motor</u></p> <p>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>

Specific Areas

English Key Texts	          	Daily songs, nursery rhymes and school/class songs.
Literacy	<p>Comprehension</p> <p>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.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>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</p> <p>Read some tricky words from Phase 4 e.g., said, like, have, so.</p> <p>Re-read what they have written to check that it makes sense.</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.

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.

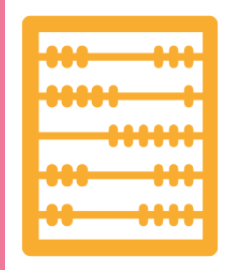
Handwriting Use a pencil confidently to write letters that can be clearly recognised.

Helicopter Stories Progression Child confident to write a simple short story. May still need a phonics mat to support.

Phonics

Phase 4 Recognise and read phase 4 words with consonant blends.

Mathematics



Texts



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

Summer 2

Find My Pattern

Doubling

Sharing and grouping

Even and Odd

Spatial reasoning- visualise and build

On the Move

Deepening understanding

Patterns and relationships

Spatial reasoning-maps

Key vocabulary:

match, rotate, double, half, halve, share, equal, equally, fair, group, odd, even, add, total, equals, subtract, pattern

Understanding the World



Science

How do plants grow?

Observe plants in the wild and recognise where they grow, etc.

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

Science

How do Caterpillars turn into Butterflies?

Observe the life cycle of a butterfly

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 2Being 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



<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 rage 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