


Inspiring and enabling our school community to live life to the full

	RECEPTION MEDIUM TERM PLAN – SUMMER 1 TOPICS: PLANTS, SPACE, TRANSPORT	KEY: NC links Science History Geography Art Design & Technology Music Computing RE
<p style="text-align: center;">Communication and Language</p> <p>Understand why listening is important. Know what good listening looks like. (Look at the speaker, be still, think about what is being said) Be able to listen attentively when others are speaking. Understand that they need to put their hands up to speak in a large group situation. Be able to take part in a P4C discussion, offering their opinion and beginning to give a reason. Learn and use new vocabulary. Begin to understand what a question is. Be able to answer who, where, when, why and how questions. Speak to others in an audible voice during circle times. Articulate their ideas and thoughts in full sentences. Be able to use social phrases eg. “Good morning” “Please” “Thank you!” Listen attentively to stories and non-fiction texts. Join in with patterned language in familiar stories. Be able to link events in a story to their own experiences. Be able to sequence pictures showing the main events of a story. Be able to retell familiar stories. Be able to adapt familiar stories to create their own versions. Be able to identify rhyming words in stories, rhymes and songs. Learn a range of poems, rhymes and songs by heart. Be able to take on different roles when playing in the role play area (eg. gardener at the garden centre).</p>	<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>*Understand what makes a good friend. *Be able to show kindness to friends who are upset. *Be able to identify how others might be feeling in daily life and in the stories that they read. *Respect the feelings and wishes of others. *Understand that some actions can hurt or harm others. *Know the school rules and why they are important. * Links with RE “What does it mean to be kind?” Understand the key emotions of happy, sad, angry, afraid and calm through the use of “The Colour Monster” book. Understand how we can identify these key feelings in ourselves. Show resilience and perseverance in the face of challenge. Be able to set their own goals and work towards them eg. in the modelling area or when playing with a ball Learn about strategies for calming down when angry and begin to use these. To understand the dangers of too much sun exposure. To know some rules about playing safely in the sun – wear a hat, apply sunscreen, stay in the shade, drink plenty of water. To think about ways to play safely in, on and around the water.</p>	<p style="text-align: center;">Physical Development</p> <p>Understand why movement & exercise is important. Develop overall body strength, balance, co-ordination and agility through exploring the trim trail and climbing equipment in the EYFS outdoor area and school playgrounds. Be confident to lift, move heavy objects such and the tyres and planks in the EYFS outdoor area. Develop stamina when running as part of the “Daily Mile”. Be able to move along on a three or two wheeled scooter. Develop core strength through the use of climbing equipment, wheelbarrows, trowels to dig in the sand, rakes to gather fallen leaves. Develop small motor skills through activities such as threading, using tweezers, pouring, dancing with scarves, using spray bottles, dressing and undressing dolls, gardening, playing with small world toys, making models with junk materials, building with construction kits, and using dough. Be able to cut using scissors. Be able to hold a pencil using a comfortable tripod grip. Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.) To use their core strength to achieve a good posture when sitting on the floor. Be able to form all lower-case letters in the correct cursive style. Be able to form capital letters correctly. Be able to get undressed and dressed for PE.</p> <p><u>Get Set 4 PE – Ball Skills :1</u> To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.</p>

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Literacy

Listen attentively to stories and non-fiction texts.
Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.
Join in with patterned language in familiar stories.
Be able to link events in a story to their own experiences.
Be able to sequence pictures showing the main events of a story.
Be able to retell familiar stories.
Be able to predict what might happen next in a story.
Be able to identify rhyming words in stories, rhymes and songs.
Learn a range of poems, rhymes and songs by heart.
Be able to say the sounds for the following graphemes – ai, ee, igh, oa, long oo, short oo, ar, or, ur ow, oi, ear, air, er
Be able to say the sounds for each UPPER CASE letter of the alphabet.
Be able to say the names of the alphabet in order
Be able to blend words containing Phase 3 digraphs independently.
Be able to read words containing two or more digraphs
Be able to read words ending in -ing, -ed, -est
Be able to read compound words
Be able to read words ending in -s and -es (plurals)
Be able to longer words.
Be able to read words with adjacent consonants – CVCC, CCVC, CCVCC, CCCVC, CCCVCC
Be able to read the tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, where, what, one, out, today
Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.
Read and re-read books matched to their phonic ability.
Be able to recognise full stops, question marks and exclamation marks in the books they read and in the environment around them.
Be able to form all upper and lower case letters in the correctly.
Be able to segment words with known digraphs and adjacent consonants in order to write them down.
Write their own labels and captions for pictures.
Write simple sentences using the GPC's and tricky words taught in phonics lessons.
Leave spaces in between words when they write.
Use full stops at the end of a sentence.
Use capital letters at the start of a sentence.
Use the word "and" to join ideas in a sentence.
Write instructions for planting a seed.
Write sentences using the patterned language from "The Enormous Turnip"
Write sentences to retell the story of "Whatever next!" and "Mr Gumpy's Outing".
Write a recount of our imaginary trip to the moon.
Understand what is meant by a describing word.
Begin to use describing words to add detail to their writing.

Maths

Estimate a set of objects, sounds, actions or images up to 20
Compare and order numbers to 20
Understand that teen numbers (11–19) are 10 plus some more
Recite numbers to 100
Count back from any given number up to 20

Begin to identify the properties of common 2D shapes
Recognise and name common 2D shapes
Begin to identify the properties of common 3D shapes
Recognise and name common 3D shapes

Double numbers to 5
Halve even numbers to 10
Share a set of objects between two and four people, where the set is a multiple of 2 or 4
Recognise pairs of doubles and halves
Solve practical problems involving sharing into equal groups

Count in 10s from 10 to 100 and begin to recognise the pattern
Count in 2s from 0 to 20 and begin to recognise the pattern
Count in 5s and begin to recognise the pattern
Solve practical problems involving combining groups of five objects
Solve practical problems involving combining groups of ten objects
Identify odd and even numbers in a practical context

Recognise days of the week and say which day it is
Recite the days of the week in order
Understand that something can happen 'after two sleeps' and understand the language: yesterday, tomorrow and today
Recognise key months (festivals, birthdays)
Identify and read o'clock times on analogue clocks
Recognise units of time: seconds, minutes, hours, days, weeks (fortnight), months, years
Begin to understand how long a minute is

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Understanding The World

Be able to talk about how transport has changed over time by looking at books and photographs.

Begin to understand how life was different in the past through reading stories and non-fiction books about transport.

Learn and use simple vocabulary to talk about past events eg. in the past, a long time ago, before I was born, many years ago

Understand that plant life will vary in different environments e.g. desert, rainforest, North Pole, Savannah

Be able to name common plants in the local environment (school grounds and our outdoor classroom)

Understand that our Earth is one of many planets in space.

Know about the features of some planets in our solar system.

Explore the following questions:-

“Why are some people remembered by others?”

“Why are some items and actions special?”

Know that Hindus believe that God has different forms – deities.

Learn about some of the different Hindu deities eg. Lakshmi, Krishna, Ganesh and what they represent.

Learn basic gardening skills such as clearing dead plants, planting seeds and seedlings, weeding and watering.

Be able to describe a range of familiar plants, including flowering and non-flowering species, naming and describing some simple features of these.

To understand what plants need in order to grow and flourish.

Know that growing your own food to eat is good for your diet and your well-being.

To identify and compare the parts of a plant we can eat.

Know that there are some plants that are not safe to eat

Be able to describe how the natural world changes in spring time. **Also links to Geography**

Be able describe the physical changes they notice on and around a tree during the season of spring. **Also links to Geography**

Children can use appropriate language to talk about what happens at night, including dark, light, the Sun, the Moon and stars.

Children can name and describe a range of living and non-living things that are in the sky.

Be able to select different pen sizes and colours on 2Paint.

Be able to use the “fill” tool to colour in an enclosed space on 2Paint.

Be able to add a label on 2Paint.

Be able to create a labelled picture of a rocket in space using 2Paint (eg. My rocket is going to the moon.)

Expressive Arts and Design

Join in with role play linked to stories read in class.

Be able to develop storylines in their pretend play.

Be able to take on a different role in their pretend play.

Be able to hold a pencil correctly.

Be able to draw and paint people showing increasing detail eg. Hindu deities

Be able to draw pictures inspired by the stories they hear.

Be able to hold a paint brush correctly.

Know that paint brushes need to be washed before using another colour.

Learn about colour mixing through opportunities to experiment freely.

Talk about the marks they make using simple Art and Design language. (eg. curved, zigzag, yellow squares)

Evaluate their own work by saying what they like about it.

Know how to make patterns and pictures by printing using a range of different objects.

Be able to select, manipulate and combine collage materials to make a picture eg. transport

Hold scissors correctly and cut a range of different materials.

Be able to cut around an outline with increasing accuracy.

Tear paper into strips and simple shapes.

Apply adhesive sparingly and place glued surfaces together accurately.

Learn how to cut tape and use this to join materials together.

Understand how tape can be used to create a hinge eg. door that can open

Organise and combine shapes, textures and colours to make pictures or patterns.

Assemble and disassemble the component parts of a range of construction kits.

Combine boxes and other found materials to create junk models.

Combine large equipment outside (planks, blocks, tyres, crates etc) to create dens etc

Design, make and evaluate a space rocket using junk modelling materials

Mould and create shapes with malleable materials.

Use simple tools to cut shapes and impress patterns and textures into malleable materials.

Learn to sing a range of songs linked to their learning in other areas

- Maths - Five Little Men in a Flying Saucer, Five Currant Buns, There were Ten in the Bed, The Days of The Week Song
- Class assemblies – This little light of mine, He’s got the whole world, Noah builds an ark, I’ve got the joy, joy, joy, Jesus love is very wonderful, Thank you Lord
- Topic – Zoom, zoom, zoom, we’re going to the moon

Sing Up Music – Down there under the sea

Develop a song by composing new words and adding movements and props.

Sing a song using a call-and-response structure.

Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments.

Listen to a range of sea-related pieces of music and respond with movement.

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