


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

	RECEPTION MEDIUM TERM PLAN – SUMMER 2 TOPICS: UNDER THE SEA, CROWTHORNE	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). Be able to take part in a Class Assembly for parents, speaking their lines clearly and joining in with songs and actions.</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 learn stop, look, listen and think before crossing the road. To be aware of dangers on the roads and to follow safety rules and the law. Know that they should not play with fire. Know that both fire and smoke can harm people. Know that if there is a fire at home or at school the safest thing to do is get out of the building. Know how to leave the school safely when the fire bell rings. Know that firefighters help to put out fires in an emergency. Know that you can call 999 and ask for the fire service in an emergency. Know what to do if clothing were to catch fire (Stop, drop and roll) Have the confidence to participate in Sports Day. Learn to accept that there can only be one winner in a race. Explore how to respond to fellow competitors with kindness and empathy. Understand the need for resilience when taking part in races. Be able to take pride in all they have learned and achieved in Reception. Be able to tell their new teacher about their likes, dislikes, hobbies and interests. Feel confident and excited about meeting their new teacher and moving up to Year 1.</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 as 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 – Games :1</u> To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games. To learn to skills needed to compete in 3 different races on Sports day. To know that they can increase their speed by looking straight ahead, moving their feet quickly and pumping their arms.</p>

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Literacy	Maths
<p>Listen attentively to stories and non-fiction texts.</p> <p>Become familiar with stories by Julia Donaldson, Judith Kerr and Mick Inkpen.</p> <p>Join in with patterned language in familiar stories.</p> <p>Be able to link events in a story to their own experiences.</p> <p>Be able to sequence pictures showing the main events of a story.</p> <p>Be able to retell familiar stories.</p> <p>Be able to predict what might happen next in a story.</p> <p>Be able to identify rhyming words in stories, rhymes and songs.</p> <p>Learn a range of poems, rhymes and songs by heart.</p> <p>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</p> <p>Be able to say the sounds for each upper case letter of the alphabet.</p> <p>Be able to say the names of the alphabet in order</p> <p>Be able to blend words containing Phase 3 digraphs independently.</p> <p>Be able to read words containing two or more digraphs</p> <p>Be able to read words ending in -ing, -ed, -est, -er</p> <p>Be able to read compound words</p> <p>Be able to read words ending in -s and -es (plurals)</p> <p>Be able to longer words.</p> <p>Be able to read words with adjacent consonants – CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>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</p> <p>Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.</p> <p>Read and re-read books matched to their phonic ability.</p> <p>Be able to recognise full stops, question marks and exclamation marks in the books they read and in the environment around them.</p> <p>Be able to form all upper and lower-case letters in the correctly.</p> <p>Be able to segment words with known digraphs and adjacent consonants in order to write them down.</p> <p>Write their own labels and captions for pictures.</p> <p>Write simple sentences using the GPC's and tricky words taught in phonics lessons.</p> <p>Leave spaces in between words when they write.</p> <p>Use full stops at the end of a sentence.</p> <p>Use capital letters at the start of a sentence.</p> <p>Use the word "and" to join ideas in a sentence.</p> <p>Write diary entries for a deep-sea diver.</p> <p>Use descriptive language to write "What am I?" riddles based on the Rainbow Fish</p> <p>Write sentences to retell the story of "The Snail and the Whale".</p> <p>Write about what they would like to be when they grow up.</p> <p>Understand what is meant by a describing word.</p> <p>Begin to use describing words to add detail to their writing.</p>	<p>Recite numbers to 100</p> <p>Count on and back from any given number up to 20</p> <p>Count in 10s from 10 to 100</p> <p>Read and write simple number sentences that use + and = signs</p> <p>Read and write simple number sentences that use a – sign</p> <p>Say the number one more than any number up to 20</p> <p>Say the number one less than any number up to 20</p> <p>Add 2, 3 or 4 to a number up to 10 by counting on</p> <p>Subtract 2, 3 or 4 from a number up to 10 by counting back</p> <p>Begin to add to a number up to 20 by counting on</p> <p>Begin to subtract from a number up to 20 by counting back</p> <p>Solve practical problems involving addition</p> <p>Solve practical problems involving subtraction</p> <p>Begin to understand the value of different coins</p> <p>Recognise and name coins</p> <p>Make small amounts of money up to 10p by adding coins (5p + 2p + 1p etc.)</p> <p>Use and understand the language of length: long, short, longer, taller etc.</p> <p>Use and understand the language of weight: heavy, light, heavier, lighter etc.</p> <p>Use and understand the language of capacity: full, empty, half-full, etc.</p> <p>Measure a length or height using uniform non-standard units (cubes, building bricks, crayons)</p> <p>Measure a weight using uniform non-standard units (large marbles, conkers)</p> <p>Measure a capacity using uniform, non-standard units (egg-cups, yoghurt pots)</p> <p>Compare and order the length of two or three items using non-standard units to measure them</p> <p>Compare and order the weight of two items using non-standard units to measure them</p> <p>Compare and order the capacity of two containers using non-standard units to measure them</p> <p>Partition a set of five objects in a practical context</p> <p>Partition a set of six objects in a practical context</p> <p>Partition a set of ten objects into two sets in a practical context</p> <p>Add to any number up to 20 by counting on</p> <p>Subtract from any number up to 20 by counting back</p>

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Understanding The World

Be able to talk about how Crowthorne looked different/similar in the past by looking at old photographs.

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

Know about the plants and animals that can be found in an ocean environment.

Know about the key features of their locality (Crowthorne) through first-hand experience, maps and photographs.

Be able to draw simple maps of Crowthorne showing places which are important to them.

Know about the different jobs people have eg. firefighter, librarian, doctor

Explore the following questions:-

“What does it mean to be kind?”

“Why are some people remembered by others?”

“What can we learn from stories? “

Know the Bible story of “The Good Samaritan” and how this teaches Christians to “Love your neighbour as yourself”

Learn basic gardening skills such as weeding, watering and harvesting.

Be able to ask questions in order to find out more about sea creatures.

Be able to name and describe a range of sea creatures.

Make predictions about whether a range objects will float or sink.

Make observations about whether a range of objects will float or sink.

Be able to talk about objects that float or sink referring to the size shape or weight of these objects.

Use comparative and descriptive language to talk about what they notice when they mix two or more materials together.

Talk about the size of an object, how it goes through a sieve and therefore how the sieve can be used to separate objects.

Be able to observe and describe summer weather (eg. sun, cloud, rain, thunder & lightning)

Also links to Geography

Be able to write a short letter to their Y6 buddy using Microsoft Word.

Know how to make capital letters using the shift key on a keyboard.

Know how to start a new line using the return key.

Know how to type a question mark using the shift key.

Be able to use a space bar to leave spaces between words.

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 showing increasing detail eg. sea creatures

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.

Use what they have learned about colour mixing to mix watery shades to paint an ocean scene

Look at the painting “The Great Wave” by Katsushika Hokusai as us this as inspiration for their own ocean painting.

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. fish

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

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

Sing Up Music – Bow, bow, bow, Belinda

Invent and perform actions for new verses.

Sing a song while performing a sequence of dance steps.

Play a two-note accompaniment, marking the pulse on tuned or untuned percussion.

Listen to examples of other folk songs from North America.

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