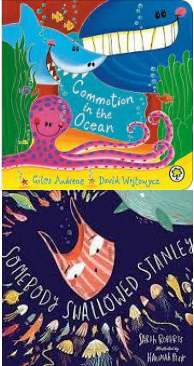


# Reception Medium Term Plan

## Summer 2-Do you like to be beside the Seaside?



Parental Engagement	Key Text	Traditional Tales and Rhymes	Trips and Experiences	Festivals and Special Times
<p>Sports Day</p> <p>Picnic</p> <p>Induction</p>	<p><b>Commotion in the Ocean</b></p>  <p>We will also be reading lots of other stories, songs and rhymes daily.</p>	<p>Alternative Jack and the Beanstalk</p>	<p>Beach Day in school/ice cream van to visit.</p>	<p>Eid</p> <p>Father's Day</p>

### Our British Value: Mutual Respect

We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.

### Characteristics of effective Learning:






**Playing and Exploring** - During this topic the children will be encouraged to play and explore using knowledge they already have and supported to develop a 'have a go' attitude at school.


# Reception Medium Term Plan


**Active learning** - The children will be provided with daily activities that allow them to be active and involved in their learning. The activities will help develop concentration and attention.

**Creating and thinking Critically** - Our continuous provision will strongly encourage the children to explore their own ideas and to tackle a task how they feel best suit.

We have an animal for each learning behaviour. These are:

Creative Chameleon		Persevering parrot		Go for it Gorillas		Proud Peacock	
Slinky Linky Snake		I know Rhino		Exploring Elephants		Choosing Chimps	

Concentrating Crocodiles 

Prime Areas of learning		
<p><b>Personal, Social and Emotional Development</b></p>  <p><b>Self-Regulation</b></p> <p><b>Managing Self</b></p>	<p><b>Personally, Socially and Emotionally we will be able to...</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<p><b>We will achieve this by...</b></p> <p>Scarf Lessons- theme: Being My Best Preparing the children for the transition into Year 1. Describing their own positive attributes. Sharing their likes and dislikes. Listening to and respect the ideas of others. Recognising the similarities and differences amongst their peers. Discussing why differences should be celebrated.</p>



# Reception Medium Term Plan



## Building Relationships

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Retelling a story.

Talking about their family, customs and traditions.

Showing an understanding of feelings and how others feel.

To develop resilience and perseverance skills.

To grow our mind set to "keep on trying."

Listening to others talk about their experiences.

Comparing their own experiences with those of others.

Recognising the similarities and differences between their home and those of others.

Being sensitive towards others.

Suggesting ways in which we can be kind towards others.

Demonstrating skills in cooperation with others.

Showing friendly behaviour towards a peer.

Building relationships with others.

Small world and role play area of different occupations.

Becoming full independent in self-care by being able to use the toilet and dress themselves.


Learning how and what is a healthy lifestyle and how to stay healthy.

Sharing and turn taking activities.


Speaking and listening games.

Celebrating our school's vision and values.

# Reception Medium Term Plan

		Golden Behaviour of the day.
<p><b>Communication and Language</b></p>  <p><b>Listening, Attention and Understanding</b></p> <p><b>Speaking</b></p>	<p><b>As Communicators we will...</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>We will achieve this by...</b></p> <p>Sharing lots of stories in the library, book corner and daily reading.</p> <p>Time to Talk activities.</p> <p>Introducing and using interesting words to describe our snack and other things such as sea creatures.</p> <p>'I wonder' questions about everyday experiences such as the weather, science investigations and responding to stories.</p> <p>Daily welcome to Reception, talking about the weather, season and children's experiences.</p> <p>Introducing new vocabulary - add words to our story board and use the words to make a sentence such as describing the different types of sea creatures.</p> <p>Using story boards.</p> <p>Daily singing, rhymes and topic songs about farmyards.</p> <p>Exploring rhyming words.</p> <p>Retelling stories.</p> <p>Sharing weekend and holiday news.</p> <p>Talking about going on holiday or our experiences of holidays.</p> <p>Talking in full sentences.</p> <p>Counting the words in our sentences.</p> <p>Reading a range of stories.</p>

# Reception Medium Term Plan


		<p>Reading for pleasure books to go home. Twinkl Reading books online.</p>
<p><b>Physical Development</b></p>  <p><b>Gross Motor Skills</b></p> <p><b>Fine Motor Skills</b></p>	<p><b>Physically, we will...</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>We will achieve this by...</p> <p>P.E Hub-Cooperate and Solve Problems. Weekly Gymnastic lessons. Preparation for Sports Day. Teaching the skills for Sports Day e.g. egg and spoon race, running race, sack race and beanbag on the head race. Taking part in team games and becoming a team player. Promoting healthy competition between teams.</p> <p>Using apparatus. Navigating an obstacle course. Continuing to develop running, jumping, dancing, hopping, skipping and climbing skills. Daily practise putting our coats on and zipping them up. Learning and dressing for the seasons. Lots of fine motor activities such as tweezers, scoops and scissors to develop our finger movements. Jigsaw puzzles. Threading. Playdough activities. Weekly drawing activities such as drawing circles, zig zags and lines.</p>



# Reception Medium Term Plan

		<p>Weekly name writing Pencil grip activities. Lots of writing tools such as paint, crayons, pens and sticks etc to draw and make marks. Lots of moving around rolling tyres, balls, pushchairs, parachutes and other movements. Write dance- moving writing tools to music and creating large patterns and shapes. Daily healthy snack including fruit and milk. Daily washing hands and learning to be independent going to the toilet and taking care of ourselves. Can use cutlery in the correct way. Making Seasonal themed food. Dancing and moving to songs such as 'Under the Sea'. Pretending to move like different Sea Creatures.</p>
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## Specific Areas of learning

<p><b>Literacy</b></p>  <p><b>Reading</b></p> <p><b>Writing</b></p>	<p><b>As Readers, Writers and mark makers we will...</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> </ul>	<p><b>We will achieve this by...</b></p> <p>Talking about words that rhyme in the story. Word walks-looking for signs and words around our environment. Lots of opportunities to make marks such as designing Sea Creatures, boats, etc. Writing our names.</p>
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# Reception Medium Term Plan



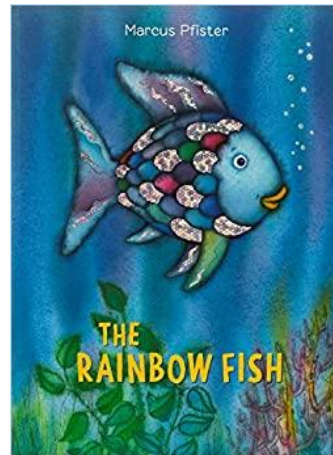
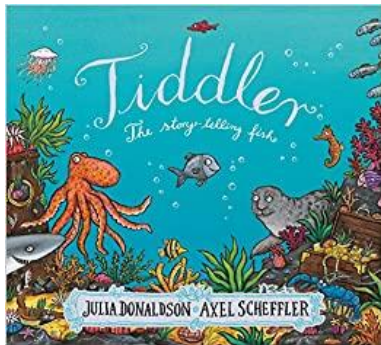
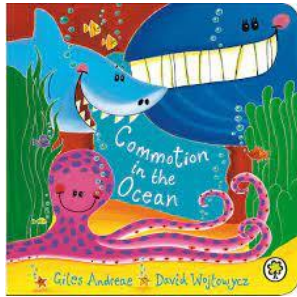
## Comprehension

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Learning Level 4 Phonics from the Twinkl Phonics Scheme.

Weekly pattern drawing from letter join.  
Lots of stories such as *Commotion in the Ocean*, etc.  
Looking at information books about Sea Life Creatures.  
Looking at fiction and non-fiction texts.  
Writing poems from the story *Commotion in the Ocean*.  
Learning seaside facts and making our own fact files.  
Writing postcards from our holidays (real or pretend).  
Weekly library visits to share a book for enjoyment.  
Story boards and maps to retell our class story.  
Small world play to act out stories.  
Making maps for the seaside or travel.  
Writing lists for what to take on holiday.  
Labelling features of the seaside.  
Using adjectives to describe the seaside.  
Role play area to act out and tell stories.  
Daily Phonics.  
Sharing our favourite books.  
Exploring and making the different settings from the story such as under the sea.  
Performing poetry and rhymes.  
We will be following the Twinkl Phase 3, 4 and 5 Phonics lessons.  
Learning adjacent consonants.  
Making rhyming strings.



# Reception Medium Term Plan



Segmenting and blending real and non-sense words.  
 Playing Phonics games.  
 Writing sentences about the seaside and being able to read them back.  
 Spelling tricky words and high frequency words correctly.  
 Learning spelling rules.  
 Knowing letter sounds and letter names.  
 Consistently using finger spaces, capital letters and full stops.  
 Knowing upper case and lower-case letters.  
 Increasing Reading and Writing fluency.  
 Making and writing Father's Day Cards or cards to a special person.

## Maths



### As Mathematicians we will...

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.

### We will achieve this by...

In Reception we will be following the NCETM Mastering Maths Program. Pupils will consolidate their counting skills, counting to larger numbers and developing a





# Reception Medium Term Plan



## Number

### Numerical Patterns

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- Continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- Compare quantities and numbers, including sets of objects which have different attributes
- Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- Begin to generalise about 'one more than' and 'one less than' numbers within 10
- Continue to identify when sets can be subitised and when counting is necessary
- Develop conceptual subitising skills including when using a rekenrek.

Making groups of objects and quickly recalling how many, such as the number of sea creatures.

Subitising.

Daily counting for different purposes such as how much milk we need? or sharing the fruit.



# Reception Medium Term Plan



		<p>Counting when taking the register and looking at 2 more/2 less than the number reached.</p> <p>Counting songs e.g. 1, 2, 3, 4, 5 Once I Caught a Fish Alive.</p> <p>Making pictures and patterns using shapes</p> <p>Exploring and making shapes- 2D and 3D.</p> <p>Comparing groups.</p> <p>Describing the size of different sea creatures.</p> <p>Looking at shell patterns.</p> <p>Making repeating patterns.</p> <p>Making maps and describing the route to a holiday destination.</p> <p>Positional language games using sea animals.</p> <p>Weighing different amounts.</p> <p>Recalling stem sentences.</p> <p>Recalling number bonds.</p> <p>Using Mathematical language.</p> <p>Being able to find different ways of making the same number.</p> <p>Recognising numbers.</p> <p>Practising number formation and forming numbers correctly.</p> <p>Using number tracks.</p> <p>Using tens frames.</p> <p>Developing doubling skills.</p>
<b>Understanding the World</b>	<b>Learning about People &amp; the World, we will...</b>	<b>We will achieve this by...</b>  Understanding changes over time.

# Reception Medium Term Plan



Past and Present

People, Culture and Communities

The Natural World

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Talk about somewhere which is special to themselves.
- Understand that some places are special to members of their community.
- Talk about the things that are special in a place of worship.
- Recognise a place of worship and recognise some of its features.
- Get to know and use words to talk about their thoughts and feelings when visiting a church.
- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.
- Re-tell stories, talking about what they say about the world, God, human beings
- Think about the wonders of the natural world, expressing ideas and feelings.
- Express ideas about how to look after animals and plants.
- Talk about what people do to mess up the world and what they do to look after it.

Understanding changes to the natural world.  
Understanding changes in the seasons.  
Understanding the changes in states of matter.

Talking about places that are special to them and why.

Talking about places that are special to others and why.

Talking about special places of worship.

Discussing how different places of worship make you feel.

Being able to recall and retell stories from the Bible.

Asking awe and wonder questions.

Learning how to look after different plants and animals.

Learning how to look after the environment.  
Going on local walks.

Talking about special times for our families e.g. Eid and Father's Day.

Using our senses to explore the season of Summer.

Exploring different materials and textures.

Learning all about sea life.

Sharing books about the seaside.


Role play areas- travel agents.

Looking at different Faiths.

Looking at Historical figures from the past.

Looking at how features of the seaside have changed over time.

# Reception Medium Term Plan

	<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> <li>• Can use a range of Technology for different purposes.</li> </ul> <p>In RE we will be learning:</p> <p>Cycle 1- Where do we Belong? Cycle 2- Which People are Special and Why?</p>	<p>Studying different ways to travel to holiday destinations.</p> <p>Looking at different countries and comparing similarities and differences between them.</p> <p>Looking at the different places we come from in the class and their differences/similarities.</p> <p>Developing computer skills.</p> <p>Can understand the different purpose of technology.</p> <p>Can use a range of different technologies.</p> <p>Can interact with age-appropriate computer software.</p> <p>Weekly assemblies with Mrs Berry and Mrs Harrison.</p> <p>Godly play stories.</p> <p>Daily prayers/reflection and thank you thoughts.</p> <p>Looking at maps.</p> <p>Using the internet to find out information.</p>
<p><b>Expressive Arts and Design</b></p> 	<p><b>Imaginatively and as Artists, Musicians and Designers we will be ...</b></p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<p><b>We will achieve this by...</b></p> <p>Our focus Artist are Anthony James and Giles Ward.</p> <p>During our weekly Kapow music lessons we will be exploring the Big Band.</p> <p>Daily sound games- listening to different sounds and making sounds using our voices and instruments.</p>



# Reception Medium Term Plan



**Creating with Materials**

**Being Imaginative and Expressive**

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Selects appropriate resources and adapts work where necessary.

Constructing with a purpose in mind by planning and designing.  
Using our junk modelling skills.  
Using a range of materials and techniques.  
Experimenting with colour mixing.  
Making adaptations to work, where necessary and appropriate.  
Naming and using different colours to create our paintings, collages and other art work.  
Designing for different purposes.  
Using a range of different materials.  
Using different materials to build models and make things.  
Small world area to retell familiar stories and make up new story lines.  
Drawing with detail.  
Expressing how their art makes the children feel.  
Children to develop storylines and to make up their own narratives.  
Children to perform a range of songs, poems and stories learnt throughout the year.  
Children to perform dances they have learnt.  
To make ice cream/ice pops.