

Reception Medium Term Plan

Summer 1- Which came first the Dinosaur or the Egg?



Parental Engagement	Key Text	Traditional Tales and Rhymes	Trips and Experiences	Festivals and Special Times
<p>May Day Celebrations</p>	<p>Crunch Munch Dinosaur Lunch</p>  <p>We will also be reading lots of other stories, songs and rhymes daily.</p>	<p>The Boy Who Cried Wolf</p>	<p>Anthony James Model Making</p>	<p>Ramadan</p> <p>May Day</p>

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.


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.

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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

Personal, Social and Emotional Development



Self-Regulation

Managing Self

Building Relationships

Personally, Socially and Emotionally we will be able to...

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.
- 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.

We will achieve this by...



Scarf Lessons- theme: Rights and Respect
 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.
 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.



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	<ul style="list-style-type: none"> • 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. 	<p>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. Golden Behaviour of the day.</p>
<p>Communication and Language</p>	<p>As Communicators we will...</p> <ul style="list-style-type: none"> • 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. 	<p>We will achieve this by...</p> <p>Sharing lots of stories in the library, book corner and daily reading. Time to Talk activities.</p>

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 <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. 	<p>Introducing and using interesting words to describe our snack and other things such as dinosaurs.</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 dinosaurs.</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 in full sentences.</p> <p>Counting the words in our sentences.</p> <p>Reading a range of stories.</p> <p>Reading for pleasure books to go home.</p> <p>Twinkl Reading books online.</p>
<p>Physical Development</p> 	<p>Physically, we will...</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<p>We will achieve this by...</p> <p>P.E Hub- Manipulation and Coordination.</p> <p>Weekly Gymnastic lessons.</p> <p>Using apparatus.</p> <p>Navigating an obstacle course.</p>



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Gross Motor Skills

Fine Motor Skills

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Use a range of small tools, including scissors, paintbrushes and cutlery.

Developing ball skills such as throwing, catching, kicking, passing, batting, and aiming.

Taking part in team games and becoming a team player.

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.

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.

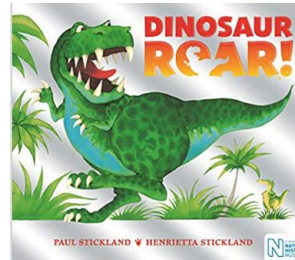
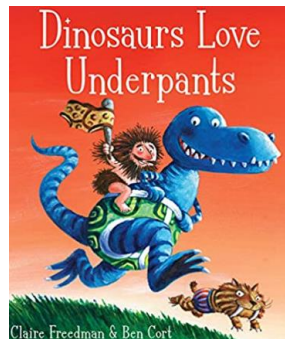
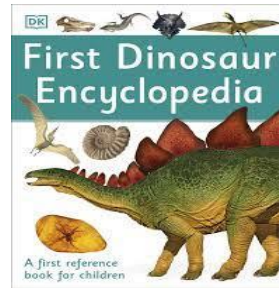
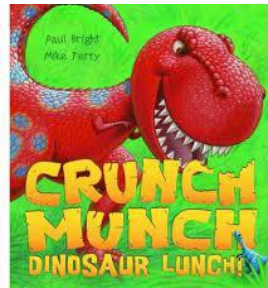
Can use cutlery in the correct way.

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		<p>Making Seasonal themed food. Dancing and moving to songs such as 'Dinosaur Stomp'. Pretending to move like different Dinosaurs.</p>
Specific Areas of learning		
<p>Literacy</p>  <p>Reading</p> <p>Writing</p> <p>Comprehension</p>	<p>As Readers, Writers and mark makers we will...</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • 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. 	<p>We will achieve this by...</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 dinosaurs. Writing our names. Weekly pattern drawing from letter join. Lots of stories such Crunch, Munch Dinosaur Lunch, etc. Looking at information books about Dinosaurs. Looking at fiction and non-fictions texts. Studying a Dinosaur encyclopaedia. Learning Dinosaur facts and making our own fact files. 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 a Dinosaur land.</p>

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- 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.



Writing lists for the Dinosaurs.
Labelling Dinosaurs.
Using adjectives to describe them.
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 where the Dinosaurs lived.
Performing poetry and rhymes.
We will be following the Twinkl Phase 3 and 4 Phonics lessons.
Learning adjacent consonants.
Making rhyming strings.
Segmenting and blending real and non-sense words.
Playing Phonics games.
Writing sentences about Dinosaurs and being able to read them back.
Spelling tricky words and high frequency words correctly.
Knowing letter sounds and letter names.
Beginning to use finger spaces, capital letters and full stops.
Knowing upper case and lower-case letters.

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Maths



Number

Numerical Patterns

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.
- 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.

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 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.



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

Subitising.

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

Counting when taking the register and looking at 2 more/2 less than the number reached.

Counting songs e.g. 5 Little Men in a Flying Saucer.

Making pictures and patterns using shapes

Exploring and making shapes- 2D and 3D.

Comparing groups.

Describing the size of different dinosaurs.

Looking at dinosaurs' patterns.

Making repeating patterns.

Making maps and describing the route of the Dinosaur land.

Positional language games using dinosaurs.

Weighing different amounts.

Recalling stem sentences.

Recalling number bonds.

Using Mathematical language.


Being able to find different ways of making the same number.

Recognising numbers.


Practising number formation and forming numbers correctly.

Using number tracks.

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		<p>Using tens frames. Developing doubling skills.</p>
<p>Understanding the World</p>  <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Learning about People & the World, we will...</p> <ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Say what makes their family and friends special to them. • Identity some qualities of a good friend. • Recall a story about a special person in Sikhism. • Talk about members of their immediate family and community. • Retell religious stories making connections with personal experiences. • Share and record occasions when things have happened in their lives that made them feel special. • Recall simply what happens at a traditional Baptism. 	<p>We will achieve this by...</p> <p>Making nature collages. Growing cress and other plants. Exploring different life cycles. Finding out and sharing stories about different families. Sharing what is special about their family and friends. Know what a good friend is and how to be a good friend. Going on local walks. Talking about special times for our families e.g. Ramadan. Using our senses to explore the season of Summer. Exploring different materials and textures. Learning all about dinosaurs. Growing our own fruit and vegetables. Planting flowers. Sharing books about Dinosaurs. Role play areas- Dinosaur Park. Looking at different Faiths. Learning computer skills and labelling parts of a computer. Learning about programming. How to see and program a BeeBot to follow a route.</p>

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	<ul style="list-style-type: none"> Recall simply what happens when a baby is welcomed into Islam. Comment on images of familiar situations in the past. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Completes a simple program on a computer. To program BeeBots to follow a set route. <p>In RE we will be learning:</p> <p>Cycle 1- What is Special about our World? Cycle 2- Which Places are Special and Why?</p>	<p>Weekly assemblies with Mrs Berry and Mrs Harrison. Godly play stories. Daily prayers/reflection and thank you thoughts. Looking at different countries and comparing similarities and differences between them. Looking at maps. Using the internet to find out information. Can talk about past and present events/periods of time.</p>
<p>Expressive Arts and Design</p>  <p>Creating with Materials</p>	<p>Imaginatively and as Artists, Musicians and Designers we will be ...</p> <ul style="list-style-type: none"> Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher. Make use of props and materials when role playing characters in narratives and stories. 	<p>We will achieve this by...</p> <p>Our focus artist is Anthony James. During our weekly Kapow music lessons we will be exploring Musical Stories. Daily sound games- listening to different sounds and making sounds using our voices and instruments. Constructing with a purpose in mind by planning and designing our dinosaur junk models.</p>



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<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none">• Can plan, design and make.• Constructs with a purpose in mind, using a variety of resources.	<p>Making Dinosaurs using junk modelling. 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.</p>
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