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| **Summer 1 Medium Term Plan - Reception** | | | | | | |
| **Possible Theme** | | **Possible WOW Moments** | | | **Special Celebrations** | |
| **Blast From the Past**  Toys, dinosaurs, Victorians, 1920s, Nursery Rhymes | | Tea Party/ Teddy Bear’s picnic  Dress up day | | | King’s coronation (6th May)  St George’s Day (23rd April)  Eid-al Fitr (20th/21st April)) | |
| **Main Texts** | | | **Linked Texts** | | | |
| Amazing Grace  Dinosaur Bones | | | Old Bear  Magic Roundabout (clip from the past)  Peepo  The Elves and the Shoemaker  Hassan and Aneesa Celebrate Eid | | | Dave’s Cave  If I Had a Raptor  The Queen’s Handbag  Little Elizabeth |
| **Vocabulary linked to topic** | history ■ past ■ present ■ future ■ long ago ■ morning ■ afternoon ■ yesterday ■ tomorrow ■ week ■ month ■ remember ■ year■ time ■ later ■ compare ■ similarities ■ differences ■ younger ■ older ■ fossil ■ skeleton ■stegosaurus ■triceratops ■velociraptor ■pterodactyl ■brachiosaurus ■ tyrannosaurus rex ■ binoculars ■ carnivore ■herbivore ■volcano ■erupt ■lava *■*  special ■ celebration ■ Eid ■ similar ■ differences ■ cultures ■ traditions ■*mosque* ■ religion ■ believe | | | | | |
| **Communication and Language** | Objectives we will be covering:  Can recite rhymes, poems and songs independently  Retells their own stories  Usually speaks using the correct tense  Articulates their ideas and thoughts in well-formed sentences, using connectives  Uses talk to organise thoughts and help work out problems  Has a long conversation, switching from topic to topic and describes events in some detail  Uses new vocabulary within conversations and their play | | | Possible activities/ classroom enhancements:  Poetry Basket: I Have a Little Frog, Dance, A Little Shell, Five Little Peas, The Fox, Monkey Babies  Make own stories using ‘Tales Toolkit’  Look at photographs/ fossils of dinosaurs. Talk about what you can see and talk about similarities and differences.  Wellcomm activities.  Word Aware | | |
| **Personal, Social and Emotional Development** | Objectives we will be covering:  Children are able to say what they are good at and what they need to practise  Children persevere to reach their goals  Children independently tidy-up  Resolves conflict by themselves without retaliating | | | Possible activities/ classroom enhancements:  Circle time focused around what children are good at.  Talk with children in provision/ during activities about how they could improve their work  Time to Talk intervention | | |
| **Physical Development** | Objectives we will be covering:  Can demonstrate different types of balances  Jump off higher equipment  Use core muscle strength to achieve good posture when sitting down  Can use scissors with precision  Can use small tweezers with good control | | | Possible activities/ classroom enhancements:  Dream Big for PE lessons  Cutting intervention  Provide a cutting challenge each week for target children  Provide weekly challenges with tweezers | | |
| **Literacy** | Objectives we will be covering:  Read some common exception words  Ditty level: I, the, to, no, go, me, of  Red books: the, I, no, of, my, for, he, she, we, was  Green books: your, said, you, be, are, like, all, they, her  Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.  Recognise the majority of Set 2 digraphs and trigraphs  Read words containing known Set 2 digraphs and trigraphs  Begin to read multi-syllabic words  Describes main story settings, events and characters in increasing detail  Seeks familiar texts or stories to re-read in the book area.  Requests favourite stories and poems for example during Vote for a story  Use language such as “Once upon a time…’, ‘Suddenly…’, ‘First/ Next/ Then…’ to create and tell own story  Segment and write CCVC and CCVC words  Use ‘Fred fingers’ to segment words  Use a capital letter at the beginning of a sentence and a full stop at the end.  Form the majority of letters correctly | | | Possible activities/ classroom enhancements:  RWI sessions  Literacy starters to focus on Red Words/ HFWs – introduce multi-syllabic words  Write non-fiction texts about dinosaurs – make a class book  Use WMG for writing a sentence – think it, say it, write it, read it.  Encourage children to make their own books within the provision  Letter formation interventions – base it on letters that have been formed incorrectly that week | | |
| **Maths:**  **White Rose Scheme** | For Maths we follow ‘Master the Curriculum’ which supports the White Rose scheme. We will be covering the following topics: To 20 and Beyond, First, Then and Now  Please see separate Maths Medium Term Plan for more detail | | | | | |
| **Understanding of the World** | Objectives we will be covering:  Can talk about past and upcoming events with their immediate family  Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences  Shares some similarities between characters, figures or objects  Comments on experiences of a wide range of experiences and celebrations e.g. Eid (21/4/23)  Can identify similarities and differences between different houses and environments e.g. parks, woods, town  Can name at least 2 countries not in the UK and talk about what they are like  Talk about how life might be different in other countries  Name and order the seasons  Understand what changes happen in each season, discussing when and how things grow | | | Possible activities/ classroom enhancements:  Continue timeline in the classroom to show what children do over the year (include seasons, trips, celebrations) Put a marker to show the present point on the line. Talk about events being in the past or future.  Go on a Summer walk and discuss the seasonal changes you can see.  Sort Summer objects/ photos (nature, clothes)  Daily calendar: sing songs for DOW and months, use language of weekend  Take photos of children so can discuss how they change over the year e.g. how they are dressed for seasons, how have they changed?  Share common household objects (link to Peepo) from the present and past e.g. kettles, phones, irons, kettles What is the same/ different? Use vocab such as ‘used to’, ‘old fashioned’, ‘traditional. Link to Polly Put the Kettle On and Jack and Jill  Learn ‘Cobbler, Cobbler’ – link to the Elves and the Shoemaker  Create an old fashioned home role-play area  Share books about how toys have changed. Sort old and new toys.  Read non-fiction texts to find out how schools have changed  Make a see-saw for a toy  Look at the life of the King and how things have changed  Explore the Kings Coronation  King’s tea-party  Have a day focused on children’s heritage and learn about different cultures within the class | | |
| **Expressive Arts and Design** | Objectives we will be covering:  Able to mix primary colours to make secondary colours  Print with small blocks, small sponges, fruit, shapes and other resources  Children are able to draw simple things from memory  Joins items in a variety of ways – sellotape, masking tape, string, ribbon  Children use and can describe a range of textures  Talk about the process of how they made something  Makes a short dance sequence  Knows a larger range of songs and sings along, matching pitch and following the melody  Children enhance small world play with simple resources  Uses imagination to develop own storylines | | | Possible activities/ classroom enhancements:  Children to learn a range of Nursery Rhymes and the stories behind them. Where are the stories taking place? E.g. in a town, countryside What happened? sequence events. How has it changed? E.g. how have houses changed now from the houses Wee Wllie Wilkie rain past  Make a paper mache volcano: mix colours for it only using primary colours, black and white  Charanga Topic: Reflect, Rewind and Replay  Draw simple dinosaur features from memory | | |