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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 picnicDress up day | King’s coronation (6th May)St George’s Day (23rd April)Eid-al Fitr (20th/21st April)) |
| **Main Texts** | **Linked Texts** |
| Amazing GraceDinosaur Bones | Old BearMagic Roundabout (clip from the past)PeepoThe Elves and the ShoemakerHassan and Aneesa Celebrate Eid | Dave’s CaveIf I Had a RaptorThe Queen’s HandbagLittle 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 independentlyRetells their own storiesUsually speaks using the correct tenseArticulates their ideas and thoughts in well-formed sentences, using connectivesUses talk to organise thoughts and help work out problemsHas a long conversation, switching from topic to topic and describes events in some detailUses 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 BabiesMake 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 practiseChildren persevere to reach their goalsChildren independently tidy-upResolves 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 workTime to Talk intervention |
| **Physical Development** | Objectives we will be covering:Can demonstrate different types of balancesJump off higher equipmentUse core muscle strength to achieve good posture when sitting downCan use scissors with precisionCan use small tweezers with good control | Possible activities/ classroom enhancements:Dream Big for PE lessonsCutting interventionProvide a cutting challenge each week for target childrenProvide weekly challenges with tweezers |
| **Literacy** | Objectives we will be covering:Read some common exception wordsDitty level: I, the, to, no, go, me, ofRed books: the, I, no, of, my, for, he, she, we, wasGreen books: your, said, you, be, are, like, all, they, herRe-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 trigraphsRead words containing known Set 2 digraphs and trigraphsBegin to read multi-syllabic wordsDescribes main story settings, events and characters in increasing detailSeeks familiar texts or stories to re-read in the book area.Requests favourite stories and poems for example during Vote for a storyUse language such as “Once upon a time…’, ‘Suddenly…’, ‘First/ Next/ Then…’ to create and tell own storySegment and write CCVC and CCVC wordsUse ‘Fred fingers’ to segment wordsUse 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 sessionsLiteracy starters to focus on Red Words/ HFWs – introduce multi-syllabic wordsWrite non-fiction texts about dinosaurs – make a class bookUse WMG for writing a sentence – think it, say it, write it, read it. Encourage children to make their own books within the provisionLetter 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 NowPlease 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 familyCompare and contrast historical figures and objects from non-fiction texts, sharing similarities and differencesShares some similarities between characters, figures or objectsComments 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, townCan name at least 2 countries not in the UK and talk about what they are likeTalk about how life might be different in other countriesName and order the seasonsUnderstand 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 weekendTake 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 JillLearn ‘Cobbler, Cobbler’ – link to the Elves and the ShoemakerCreate an old fashioned home role-play areaShare books about how toys have changed. Sort old and new toys. Read non-fiction texts to find out how schools have changedMake a see-saw for a toyLook at the life of the King and how things have changedExplore the Kings CoronationKing’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 coloursPrint with small blocks, small sponges, fruit, shapes and other resourcesChildren are able to draw simple things from memoryJoins items in a variety of ways – sellotape, masking tape, string, ribbonChildren use and can describe a range of texturesTalk about the process of how they made somethingMakes a short dance sequenceKnows a larger range of songs and sings along, matching pitch and following the melodyChildren enhance small world play with simple resourcesUses 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 pastMake a paper mache volcano: mix colours for it only using primary colours, black and whiteCharanga Topic: Reflect, Rewind and ReplayDraw simple dinosaur features from memory |