

Summer 2 Medium Term Plan - Reception

Possible Theme	Possible WOW Moments	Special Celebrations
To Infinity and Beyond Space, transport, holidays & different destinations	Crash landing Mobile Planetarium	Father's Day (16 th June)
Main Texts	Linked Texts	
The Way Back Home The Great Balloon Hullabaloo	Astro Girl Toys in Space Wacky Races (clip from the past)	If I Built a Car You Can't Take an Elephant on the Bus On the Moon
Vocabulary linked to topic	■ magnetic ■ observe ■ magnifying glass ■ metal ■ sort ■ transport ■ ferry ■ engine ■ propeller ■ steam ■ electric ■ bus ■ aeroplane ■ train ■ hot air balloon ■ skateboard ■ bicycle ■ helicopter ■ old ■ new ■ past ■ present ■ similar ■ different ■ now ■ then ■ once ■ memory	
Communication and Language	Objectives we will be covering: Can recite rhymes, poems and songs independently Retells their own stories 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: Pitter Patter, Sliced Bread, Thunderstorm, Five Little Owls, If I Were So Very Small, Under a Stone Tales Toolkit – children to create their own stories and attempt to write them Wellcomm Interventions Word Aware x3 weekly Look at photographs of different modes of transport, both past and present. Talk about what you can see and talk about similarities and differences.
Personal, Social and Emotional Development	Objectives we will be covering: Children persevere to reach their goals Takes turns in games and activities without an adult present and offers to share toys Watches the person who is speaking and knows when it is their turn to speak Asks others if they need help Children independently tidy-up Resolves conflict by themselves without retaliating	Possible activities/ classroom enhancements: RSE: Created to Live in Community Talk with children in provision/ during activities about how they could improve their work Time to Talk intervention Activities focused around persevering – link to games area outside
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 Outdoor area to provide large scale mark making e.g. drawing on step ladders, painting on shower curtain, painting with spray bottles

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Literacy	<p>Objectives we will be covering:</p> <p>Read some common exception words</p> <p>Ditty level: I, the, to, no, go, me, of</p> <p>Red books: the, I, no, of, my, for, he, she, we, was</p> <p>Green books: your, said, you, be, are, like, all, they, her</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p> <p>Recognise the majority of Set 2 digraphs and trigraphs</p> <p>Read words containing known Set 2 digraphs and trigraphs</p> <p>Begin to read multi-syllabic words</p> <p>Describes main story settings, events and characters in increasing detail</p> <p>Seeks familiar texts or stories to re-read in the book area.</p> <p>Requests favourite stories and poems for example during Vote for a story</p> <p>Use language such as "Once upon a time...", 'Suddenly...', 'First/ Next/ Then...' to create and tell own story</p> <p>Segment and write CCVC and CCVC words</p> <p>Use 'Fred fingers' to segment words</p> <p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Form the majority of letters correctly</p>	<p>Possible activities/ classroom enhancements:</p> <p>Write diary entries – Neil Armstrong</p> <p>Make class transport books (old and new)</p> <p>RWI sessions</p> <p>Literacy starters to focus on Red Words/ HFWs – introduce multi-syllabic words</p> <p>Use WMG for writing a sentence – think it, say it, write it, read it.</p> <p>Encourage children to make their own books within the provision</p> <p>Letter formation interventions – base it on letters that have been formed incorrectly that week</p>
Maths: Mastering the Curriculum / White Rose Scheme	<p>For Maths we follow 'Master the Curriculum (white Rose)'. Please see separate Maths Medium Term Plan for more detail</p>	
Understanding of the World	<p>Objectives we will be covering:</p> <p>Can identify similarities and differences between jobs</p> <p>Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences</p> <p>Shares some similarities between characters, figures or objects</p> <p>Comments on experiences of a wide range of experiences and celebrations</p> <p>Explores gravity and magnetism</p> <p>Name and order the seasons</p> <p>Children know how to stay safe online</p>	<p>Possible activities/ classroom enhancements:</p> <p>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. Talk about and identify some of the most significant/ special events of the year.</p> <p>Daily calendar: sing songs for DOW and months, use language of weekend</p> <p>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?</p> <p>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?</p>

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		<p>sequence events. How has it changed? E.g. how have houses changed now from the houses Wee Willie Wilkie rain past</p> <p>Compare past and present vehicles</p> <p>Sorting objects into magnetic and non-magnetic</p> <p>Explore how toys move and the different forces. What happens if you push it softly/ hard?</p> <p>Bounce balls on different surfaces. What happens and why?</p> <p>Drop balloons filled with paints from different heights. What do you notice?</p> <p>Make and fly paper aeroplanes.</p> <p>Drop rocks (craters) into flour and explore how to make different sized craters</p>
<p>Expressive Arts and Design</p>	<p>Objectives we will be covering:</p> <p>Children are able to draw simple things from memory</p> <p>Joins items in a variety of ways – sellotape, masking tape, string, ribbon</p> <p>Talk about the process of how they made something</p> <p>Learns longer dance routines</p> <p>Knows a larger range of songs and sings along, matching pitch and following the melody</p> <p>Children enhance small world play with simple resources</p> <p>Uses imagination to develop own storylines</p>	<p>Possible activities/ classroom enhancements:</p> <p>Peter Thorpe rocket art</p> <p>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?</p> <p>sequence events. How has it changed</p>

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