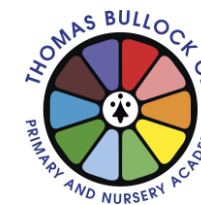




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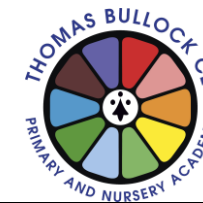
Antarctica Class – Reception 2023-24
 Medium Term Plan – Summer 1
 How does your garden grow

VALUE – RESILIENCE

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
W/C	15.04.2024	22.04.2024	29.04.2024	06.05.2024	13.05.2024	20.05.2024
Focus Text	Supertato	Supertato	Handa's Surprise	Handa's Surprise	Oliver's vegetables	Oliver's vegetables
Special Events				May day bank holiday		World bee day 20 th
Phonics	Read, Write Inc Set 2 speedsounds + phonics reading groupings following spring 1 assessments.					
Communication and Language						
Physical Development	Using tools safely Dough Disco PE with CG	Using tools safely Dough Disco PE with CG	Oral Hygiene Dough Disco PE with CG	Dough Disco PE with CG Bedtime routines; link with time	Dough Disco PE with CG	Dough Disco PE with CG



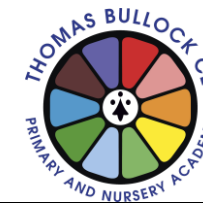
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<p style="text-align: center;">Literacy (R&W)</p>	<p>WALT::</p> <ol style="list-style-type: none"> 1. story telling Monday <p>WALT:</p> <ol style="list-style-type: none"> 2. Predict key events in a story. 3. explore features of a key text. 4. respond to a story. 5. create a story map 	<ol style="list-style-type: none"> 6. story telling Monday 7. retell a story (boxing up). 8. write a speech bubble. 9. innovate a story. 10. rewrite part of a story. 	<p>WALT:</p> <ol style="list-style-type: none"> 1. story telling 2. explore a new text. 3. ask and answer questions. 4. use adjectives to describe – shared writing. 5. hot seating 	<p>WALT:</p> <ol style="list-style-type: none"> 1. story telling. 2. role play/ story mapping. 3. write a thank you card in character role. 4. re-write the story. 5. re-write the story 	<p>WALT:</p> <ol style="list-style-type: none"> 1. explore a new text [front cover detectives]. 2. ask questions. 3. make predictions. 4. sequence events from a story (story map?). 5. retell a story. 	<p>WALT:</p> <ol style="list-style-type: none"> 6. give speech to a character. 7. write a vegetable description 8. write instructions. 9. write instructions.
<p style="text-align: center;">Maths</p>	<p style="text-align: center;">R. 10- Mastering Number They will secure knowledge of number facts through varied practice. 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 Prior Learning: N2.6 Future Learning: 1.2</p> <p style="text-align: center;">R. 11- Shape-Explore 3D shapes Recognise and name 3d shapes Find 2d shapes within 3d shapes Recognise and find 3d shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p> <p style="text-align: center;">Prior Learning: N2.5 Future Learning: 1.4 Links: -UtW – environmental shapes</p>					



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<p>Topic <i>PSED, UtW, EAD,</i></p>	<p>Prepare the flowerbeds Blossom Tree Printing. Supertato model</p> <p>The Ugly Duckling; recall times we were brave.</p>	<p>Sow the seeds. Cress heads; what do they need to grow</p>	<p>Life Cycles; caterpillar and ladybird PSED: we are all different. Caterpillar set to arrive.</p>	<p>Life Cycles; ladybird How have we changed since we were a baby?</p>	<p>Observational flower drawings. Fruit and Vegetable food tasting</p>	<p>Label the parts of a plant/ flower Fruit and veg printing Vincent Vangough Sunflowers</p>
<p>Outdoor Learning Focus</p>	<p>Prepare the flowerbeds</p>	<p>Explore different sounds outdoors. Make recordings.</p>	<p>Describe what can be heard. Write descriptive sentences.</p>	<p>Flower collages Den building</p>	<p>Flower Wreaths</p>	<p>Maintain the flowerbeds</p>

Number fun daily; rapid recall, orally reciting to 20, number formation, 2D shapes.



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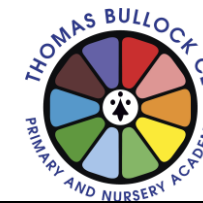


Development Matters 2021 Guidance Links:

	3 & 4 Year olds	Reception
Communication & Language:	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Learn new vocabulary. Connect one idea or action to another using a range of connectives. <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>
PSED	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Play with one or more other children, extending and elaborating play ideas. <p>Begin to understand how others might be feeling.</p>	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Think about the perspectives of others.



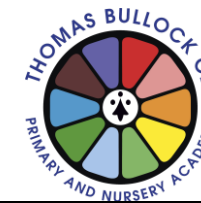
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical</p>	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom * Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. <ul style="list-style-type: none"> • Write some letters accurately. 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.



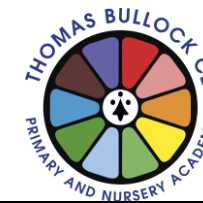
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</p>	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. 	<ul style="list-style-type: none"> • Compare numbers. • Subitise • Link the number symbol (numeral) with its cardinal number value. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Continue, copy and create repeating patterns.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">U4W</p>	<p>Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice.</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • understand the effect of changing seasons on the natural world around them.



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EAD	<ul style="list-style-type: none">• Explore different materials freely, in order to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.• Draw with increasing complexity and detail, such as representing a face with a circle and including details. <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <ul style="list-style-type: none">• Explore colour and colour-mixing.• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park	<ul style="list-style-type: none">* Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Listen attentively, move to and talk about music, expressing their feelings and responses.• Watch and talk about dance and performance art, expressing their feelings and responses.• Develop storylines in their pretend play.
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