

Medium term planning – Summer 2 (Oh I do love to be beside the seaside!)

Reception Ubley and East Harptree	Summer 2	Oh I do love to be beside the seaside!	
Role Play: Inside	Pirate ship	Role Play: Outside	Home Role play

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:				Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking: Having their own ideas; Making links; Choosing ways to do things				
Personal, Social and Emotional Development (PSED) Self-Regulation: Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ELG: Managing Self: Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. ELG Building Relationships: Play with one or more other children, extending and elaborating play ideas.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	SELF REGULATION Show independence, resilience and perseverance in the face of a challenge			SELF REGULATION Show the ability to follow instructions involving several ideas or actions				
	MANAGING SELF Be confident to try new activities and show independence, resilience and perseverance in the face of the challenge							
	BUILDING RELATIONSHIPS Work and play cooperatively and take turns with others			BUILDING RELATIONSHIPS Show sensitivity to their own and others needs.				
Jigsaw (Discrete lesson) Changing me	My Body	Respecting my body	Growing up	Fun and Fears	Celebrations	Transition to year 1		

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
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Physical Development (PD) Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene Fine Show a preference for a dominant hand. Use one handed tools and equipment i.e., making snips into paper	FINE Hold a pencil effectively in preparation for more fluid writing in year 1 – consistently using the tripod grip in all cases.							
	GROSS Weekly PE lesson with PH Sports Weekly yoga sessions and go noodle brain breaks throughout the week Negotiate space and obstacles safely, with consideration for themselves and others.	GROSS Weekly PE lesson with PH Sports Weekly yoga sessions and go noodle brain breaks throughout the week Negotiate space and obstacles safely, with consideration for themselves and others.	GROSS Weekly PE lesson with PH Sports Weekly yoga sessions and go noodle brain breaks throughout the week Negotiate space and obstacles safely, with consideration for themselves and others.	GROSS Weekly PE lesson with PH Sports Weekly yoga sessions and go noodle brain breaks throughout the week Know and talk about different factors that support overall health.	GROSS Weekly PE lesson with PH Sports Weekly yoga sessions and go noodle brain breaks throughout the week Know and talk about different factors that support overall health.	GROSS Weekly PE lesson with PH Sports Weekly yoga sessions and go noodle brain breaks throughout the week Know and talk about different factors that support overall health.		

Communication and Language (CL) Listening, Attention and Understanding: Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Speaking: Develop social phrases. “Good morning, how are you?” Learn new vocabulary and use it throughout the day in different contexts.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify			Listening, Attention and Understanding Hold conversations when engaged in back and forth exchanges with their teacher and their peers.				
	Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary.			Speaking Express their ideas and feelings about their experiences using full sentences including the use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.				
Literacy	Texts: ‘The Night Pirates’ and ‘The Sea Saw’ (Linked texts: Sharing a shell, the girl and the dinosaur, at the beach, the rainbow fish, billy and the pirates, the lighthouse keepers lunch)							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps

<p>Word reading Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.</p> <p>Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.</p> <p>Writing Write some or all of their name. Write some letters accurately.</p>	<p>Word Reading: Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.</p> <p>Phonics: RWI phonics Learning set 3 sounds and continuing review of previous sounds learnt</p>				
	<p>Comprehension Anticipate, where appropriate, key events in stories</p> <p>Daily story time with snack</p> <p>Literacy tree: The night pirates</p>	<p>Comprehension Use and understand recently introduced vocabulary during discussions.</p> <p>Daily story time with snack</p> <p>Literacy tree: The Night pirates</p>	<p>Comprehension Use and understand recently introduced vocabulary during discussions about stories and during role play</p> <p>Daily story time with snack</p> <p>Literacy tree: The sea saw Comprehension</p>		
	<p>Writing Writing simple sentences and phrases that can be read by others and themselves. Start to include capital letters, full stops and finger spaces consistently.</p>				

<p>Mathematics Number Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.</p>	Programmes using to support Maths: Number sense and White Rose Maths							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	<p>Geometry – exploring patterns</p> <p>Number and place value – doubling, sharing and grouping, even and odd. Explore and represent patterns withing numbers up to 10 Consolidate use of simple patterns Maps – purpose and how to use correctly</p> <p>Use white rose maths and Numbersense</p>							

<p>Numerical Patterns</p> <p>Count verbally beyond 10. Understand the ‘one more/one less than’ relationship between consecutive numbers to 10</p> <p>Positional language: describe a familiar route, using words such as ‘in front of’ and ‘behind’. Compare numbers using appropriate vocabulary such as ‘more than’, ‘less than’, ‘equal to’. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.</p>	<p><u>Doubling</u></p> <p>Learn that doubling means ‘twice as many’ Build doubles with real objects and mathematical equipment Double using ten frames Use language of doubling as they build representations, for instance ‘double 2 is 4’ Sort and explain doubles and nondoubles from provided examples</p> <p>Use white rose maths and Numbersense</p>	<p><u>Sharing and Grouping</u></p> <p>Share items into 2 equal groups Distinguish between fair and unfair and equal and not equal Link to part whole model and number bonds to 10 (half 10 is 5, 5 and 5 is 10) If ready, extend onto sharing between 3 or 4 different groups - Share quantities where there are items left over and suggest how this could be resolved</p> <p>Use white rose maths and Numbersense</p>	<p><u>Even and Odd</u></p> <p>Understand that quantities that cannot be shared equally are odd and those that can are even Share amounts to identify whether they are odd and even Explore odd and even by grouping quantities into pairs Understand number patterns, every other number is odd or even and begin to notice odd and even structure on number shapes</p> <p>Use white rose maths and Numbersense</p>	<p><u>Deepening understanding</u></p> <p>This week is an opportunity for children to use the skills they’ve learnt to solve problems Explore problems using familiar stories or derived from children’s play Create number stories Discuss different starting points when solving problems Make plans for how to solve a problem and carry it out Review and discuss strategies Comment on what went well and what could be improved</p> <p>Use white rose maths and Numbersense</p>	<p><u>Patterns and relationships</u></p> <p>investigate relationship between numbers and shape using mathematical resources Consolidate use of simple patterns (AB, BC) and more complex ones (ABB, AAB, AABB and AABBB) Continue to copy and create a widening range of repeating patterns and symmetrical constructions</p> <p>Use white rose maths and Numbersense</p>	<p><u>Spatial reasoning and mapping</u></p> <p>Understand the purpose of maps and what they can be used for Understand that maps and plans represent places and use these to see where things are in relation to other things Explore different maps of places they know and those they are less familiar with Create own maps to represent models built, familiar places and places in stories or their wider learning</p> <p>Use white rose maths and Numbersense</p>		
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<div><div>Understanding the World</div><div>Past and Present</div><div>Compare and contrast characters from stories including figures from the past.</div><div>People, Culture and Communities.</div><div>Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</div><div>The Natural World</div><div>Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.</div></div>	Programme to support People, culture and Communities: Jigsaw							
	Week 1 – Transport	Week 2 – Journeys	Week 3 – Under the sea	Week 4 – At the beach	Week 5 – Float and sink	Week 6 – Looking after our oceans.	Week 7 –	Next Steps
	<div>Past and Present</div> <div>Compare simple modern vehicles from the past to the present vehicles.</div>	<div>Past and Present</div> <div>Identify and talk about holidays and journeys that the children have been on themselves.</div>	<div>Past and Present</div> <div>Compare UK beach holidays today and what UK beach holidays used to be like in the past.</div>		<div>Past and Present</div> <div>Compare different ways of how the children can make a difference to look after our oceans. For example recycling, volunteering, litter picking. Looking for solutions to help the changes that are happening in the world?</div>			
	<div>People, Culture and Communities</div> <div>Look at different links that are available between the city and country for travelling – who is it easier for?</div>		<div>People, Culture and Communities</div> <div>Look at different types of people that would have a holiday in the UK or abroad. Were holidays accessible to everyone?</div>		<div>People, Culture and Communities</div> <div>Look at environmentalists and what they do to help keep our world a safer place and how they help look after our planet and oceans.</div>			
	RE: What makes places special?							
	<div>The Natural World</div> <div>Identify properties of some materials and make choices about which is most appropriate for the use. For example, a car made out of cardboard.</div>	<div>The Natural World</div> <div>Talk about the four seasons, what they are called and how this affects what we were when out and about. Observe natural changes in the world around us.</div>	<div>The Natural World</div> <div>Identify creatures that live in the sea or near the sea. Identify some of their basic features. Can you describe their habitat and their needs to survive?</div>		<div>The Natural World</div> <div>Monitor the weather in your local area. Note and record the weather for two weeks including what the weather is like, temperature and what would be suitable to wear on this day.</div>			

<div>Expressive Arts and Design</div> <div>Creating with Materials</div> <div>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing.</div> <div>Being Imaginative and Expressive</div> <div>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</div>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps:
	<div>Being imaginative and Creating with Materials</div> <div>Creating our own version of a seaside scene using collaging and pictures – what belongs in your seaside?</div>	<div>Being imaginative and Creating with Materials</div> <div>Design our own pirates and what they would be like, including names, costumes and sidekicks.</div>	<div>Being imaginative and Creating with Materials</div> <div>Create their own fish with scales like the rainbow fish.</div>	<div>Being imaginative and Creating with Materials</div> <div>Create an Ocean sensory bottle</div>	<div>Being imaginative and Creating with Materials</div> <div>Design their own boat out of junk modelling and testing to see if it sinks or floats.</div>	<div>Being imaginative and Creating with Materials</div> <div>Create a poster about what we could do to help the world.</div>		
	<div>Music Focus</div> <div>Explore a range of different musical instruments - what different sounds do they make? Why do you think they do this?</div>		<div>Music Focus</div> <div>Learn about the four different groups of musical instruments. String, percussion, woodwind and Brass. Listen to different pieces of music – what differences can you hear?</div>		<div>Music Focus</div> <div>Follow the beat of several songs with instruments and see how it changes for slow songs and fast songs.</div>			