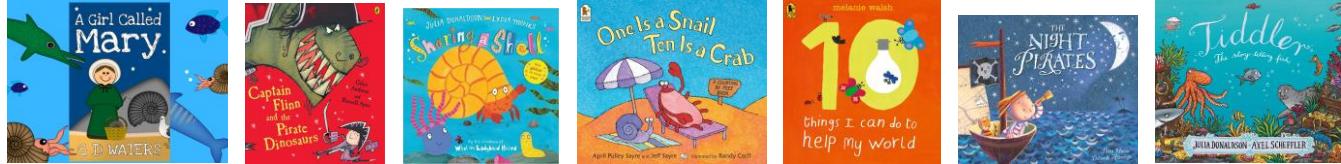


# Appletree Gardens First School Medium Term Planning

## Reception Summer B - Brilliant Beaches

<p><u>In Communication, Language and Literacy we will:</u></p> <p><b>Listening, Attention, Understanding</b></p> <ul style="list-style-type: none"> <li>Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Generate original narratives using small world figures or puppets or in role play with open ended props.</li> <li>Play games where they give instructions to each other.</li> </ul> <p><b>Key Vocabulary</b></p> <p>First, next, after that, finally, put, place,</p>	<p><u>Which books will help children secure and think more deeply about the knowledge in this block?</u></p> 
<p><u>In Literacy we will:</u></p> <p><b>Comprehension</b></p> <p>Name book characters and describe their qualities. Articulate the dilemmas characters face. Use the structure of rhyming texts to participate in a recall of sections of text.</p> <p><b>Word Reading</b></p> <p>Consolidate phonic skills Summer A Know tricky word relevant to phonics level Blend and segment known sounds for reading and spelling RWI Green/Purple/Pink Read simple phonically regular captions and sentences.</p> <p><b>Writing</b></p> <p>Confidently hold a sentence Write short compositions with more than one sentence, capital letters and full stops.</p> <p><b>Key Vocabulary</b></p> <p>rhyme, rhythm, alliteration, Information book, non-fiction, contents page, index, illustration, diagram, label, fact, character, beginning, middle, end, innovate, change,</p>	<p><u>In Mathematics we will:</u></p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>compare quantities and numbers, including sets of objects which have different attributes</li> <li>continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>continue to identify when sets can be subitised and when counting is necessary</li> <li>develop conceptual subitising skills including when using a rekenrek</li> </ul> <p><u>In Understanding the World we will:</u></p> <p><b>Past and Present</b></p> <p>Understand the past through settings characters and events - Mary Anning Explore seaside photos past and present Fossils workshop - St Mary's Lighthouse</p> <p><b>People Culture and Communities</b></p> <p>Discuss how we care for the natural world around us and know the dangers to wildlife from man made rubbish - recycling/ ECO warriors. Visit local landmark (beach)</p> <p><b>Natural World</b></p> <p>Describe changes to trees and woodland plants in summer. Provide opportunities for children to note and record the weather. Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment. Name physical features of a beach environment using secondary sources. Compare physical features using aerial views. Describe differences and similarities between beaches around the world, using photographs Understand that information can be found from a range of sources - internet Explain ways in which they and their families keep safe when using devices</p> <p><b>Key Vocabulary</b></p> <p>old, new, modern, fossil, palaeontologist, A long time ago same/different change people lives history artefact, environment, place, quiet, busy, calm, noisy, similar, same, different, past, present</p>

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<p><u>In Personal, Social and Emotional Development we will:</u></p> <ul style="list-style-type: none"> <li>Engage in games where different participants have different roles.</li> <li>Build strategies to challenge undesirable behaviour towards others.</li> <li>Explore feelings and emotions around transition</li> </ul> <p><b>Jigsaw 6 Changing Me</b></p> <ul style="list-style-type: none"> <li>Know that we grow from a baby to an adult.</li> <li>Can tell you who they could share a worry with.</li> <li>Understand that talking about worries helps solve them.</li> <li>Recognise changing class can have happy and sad feelings</li> <li>Share some positive memories from the past year</li> </ul> <p><b>Key Vocabulary</b> Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p><u>Expressive Arts and Design we will:</u></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment</li> <li>Make considered choices to create mixed media or relief design in clay.</li> <li>Shape and mould wet sand and clay with hand tools to create particular effects.</li> <li>Romero Britto - pattern and colour</li> <li>Dinosaur / Volcano art using different paint techniques</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Generate simple narratives with role play props or small world.</li> <li>Use dance and movements to tell a story.</li> <li>Body percussion and instrumental sound effects to tell a story.</li> <li>sing simple sea shanties/clapping songs.</li> </ul> <p><b>Key Vocabulary</b> Shape, size, colour, Sea shanties rhymes, Move to the beat, feel the beat, tap out the beat</p>	<p><u>In Physical Development we will:</u></p> <p><b>Physical Development</b></p> <p><b>Mini Athletics</b></p> <ul style="list-style-type: none"> <li>develop running skills - speed over long and short distances</li> <li>walk, step, run and jump over hurdles</li> <li>explore throwing techniques - respond to feedback and instruction</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Stack and align irregular and natural objects.</li> <li>Use hand moulding and building techniques with malleable materials. Control large scale gardening tools including watering cans.</li> <li>Use fine pincer mark-making clay tools with precision.</li> <li>Use a range of tools to dismantle mechanisms.</li> </ul> <p><b>Key Vocabulary</b> Walk Jog Throw Target Jump Run Hop Skip Fast Pass In pairs</p>
<p><u>How will we enhance our curriculum with FOREST SCHOOL:</u></p> <p>Exploring and making fossils Exploring underground Changing states – what happens to mud / water / wood when it gets wet, freezing, warm etc Floating and Sinking Big building in nature</p>		<p><u>How will we enhance our continuous provision to extend learning through independent enquiry?</u></p> <p>Ice cream / Jurassic role play Excavation opportunities Sea creatures on small world shelves Story telling cards - underwater themes</p>
<p><u>We will involve our families in our learning by</u></p> <p>Open communication on the Reception Door am/pm Support on school trip Share learning on Seesaw Phonics/reading updates</p>	<p><u>Which strategies and interventions are we using to support our learners this half term?</u></p> <ul style="list-style-type: none"> <li>SALT Referrals completed for specific children</li> <li>WellComm Interventions</li> <li>Support Plans set up for SALT/EHCP pupils and shared with parents</li> <li>Thrive Weekly Workshops</li> <li>Rainbow Writers - developing sentence skills</li> <li>RWI 1:1</li> </ul>	<p><u>Which visits, visitors and experiences will we organise to help secure children's knowledge?</u></p> <p>Dinosaur bones/fossils to explore Trip to St. Mary's Lighthouse Sports Day Appletree Art Day Athletics Father's Day Orienteering Challenge</p>