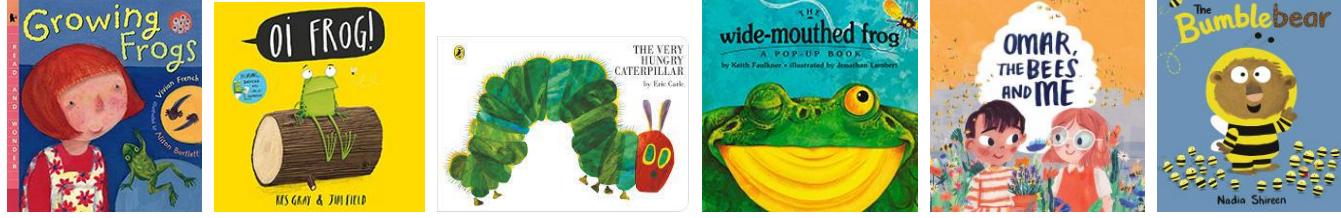


Appletree Gardens First School Medium Term Planning

Reception Summer A - The Great Outdoors

<p>In Communication, Language and Literacy we will:</p> <ul style="list-style-type: none"> • Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props. • Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance. • Recall and define specialist vocabulary for the half term • Answer open ended or speculative questions. • Process three step instructions. <p>Key Vocabulary First, next, after that, finally, who, where, what, why, when, how, rhyme, instruction</p>	<p>Which books will help children secure and think more deeply about the knowledge in this block?</p> 
<p>In Literacy we will:</p> <p>Comprehension Predict the development of the plot. Empathise with characters. Make links between texts. Recall key elements of books they have heard and read. Access simple information books. Express a preference for stories/rhymes/songs Learn word play rhymes and more complex nursery rhymes.</p> <p>Word Reading Consolidate phonic skills Spring B Know tricky red words linked to RWI book band level (Red Ditty and above) Blend and segment known sounds for reading and spelling VC, CVC, CVCC, CCVC Read simple phonically regular captions and sentences.</p> <p>Writing Orally compose a sentence and 'hold it' before attempting to write it Write simple 3 and 4 word sentences with regular words Begin to write short compositions with more than one sentence using finger spaces</p> <p>Key Vocabulary Information book, non-fiction, contents page, index, illustration, diagram, label, fact, character, beginning, middle, end, innovate, change</p>	<p>In Mathematics we will: 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"> • 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 • compare quantities and numbers, including sets of objects which have different attributes • 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 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek <p>Key Vocabulary bond, pair, total, equals, add, take away, count on/back, how many more? tens frame, facts, part whole, fair, share, same, different, odd, even, pattern, 2D, 3D, shape, corners, sides, faces, curved, straight, shape names</p> <p>In Understanding the World we will:</p> <p>Past and Present • Royal Family, British Values. Find out about things that happened before they were born and change over time • Change over time Life Cycles (butterflies, frogs, plants)</p> <p>People Culture and Communities Name locality features on the route to the playground. Draw and label geographical features on the route. Use local transport (Metro) Recognise that people have different beliefs and celebrate different times in special ways - Ramadan Eid Easter</p> <p>Natural World • Provide opportunities for children to note and record the weather. • Recognise some environments are different to the one in which they live. • Observe and interact in first hand scientific explorations of animal and plant life cycles. • Describe changes to trees and woodland plants in spring/summer • Food prep - chopping and peeling</p> <p>Technology • 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>Key Vocabulary King, Queen, Royal, British, London, capital, change, season, weather, difference, metro, travel, buildings, places, local, same, different, pond, environment, contrast, village, Monkseaton, Shiremoor, station, near, far, lif cycle, emerge, transform</p>

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<p><u>In Personal, Social and Emotional Development we will:</u></p> <ul style="list-style-type: none"> Engage in more complex and extended turn taking games Articulating reasons for success or failure in a challenge. Read facial expressions and body language and extend the vocabulary of emotions. Building strategies to make new friends. <p>Jigsaw 5 Relationships</p> <ul style="list-style-type: none"> I can identify some of the jobs I do in my family I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me Time to manage my feelings. I know how to be a good friend. <p>Key Vocabulary</p> <p>Relationship, family, friends, job, belong, lonely, problem solve, team, group, respect, kind/unkind, calm, feelings,</p>	<p><u>Expressive Arts and Design we will:</u></p> <ul style="list-style-type: none"> Print accurately with paint to achieve an effect and describe design choices. Select reclaimed materials to collage representational or with a design idea and explain choices. Make detailed and accurate observational drawings of natural found objects and living things, including matching colours Move rhythmically on the spot and travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion. call and response african chants? Contrasting locality Discuss the pitch contrasts in tuned percussion Call and response songs Eric Carle Artist Matisse Snail <p>Key Vocabulary</p> <p>print, place, lift, design, reason, choice, detail, observational, colour, change, mix, percussion, chant, repeat, artist</p>	<p><u>In Physical Development we will:</u></p> <p>Gross Motor Skills</p> <p>Ball Skills</p> <ul style="list-style-type: none"> Control small games equipment when transporting, collecting and throwing. Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Kick a ball at a target or to a friend. <p>Beanbags - Throwing and Catching</p> <ul style="list-style-type: none"> Develop confidence, competence, precision, strength and accuracy when using PE equipment throw a beanbag underarm at/in a target. throw and catch a beanbag explore ways of moving and balancing bean bags <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use tools to cut and join safely and under supervision. Use fine mark-making tools to create texture and pattern in dough/clay. Control printing tools to create a desired effect. Play instruments with wrist and shoulder control. Dismantle objects and mechanisms using a range of hand actions. <p>Key Vocabulary</p> <p>cut, join, safely, snip, fasten, texture, pattern, control, print, squash, press, spread, balance, coordination, speed, direction, negotiate space, turn, left, right</p>
<p><u>How will we enhance our curriculum with FOREST SCHOOL:</u></p> <ul style="list-style-type: none"> Mapping skills close observations of mini beasts with magnifying glasses/ipads cameras to capture mini beasts make a pond plant bee and butterfly flowers (school project) read/share fiction and nonfiction books use natural materials to make mini beast inspired art <p>Key Vocabulary - coil, buzz, busy, slide, slime, hide, protect</p>		<p><u>How will we enhance our continuous provision to extend learning through independent enquiry?</u></p> <ul style="list-style-type: none"> Weekly area enhancements Role play - home corner (following children's interests) Enhanced den building space and resources outside - following interests Paint with fine brushes on a smaller canvas Develop outdoor reading area
<p><u>We will involve our families in our learning by</u></p> <p>Open communication on the Reception Door am/pm</p> <p>Support on school trip to Shiremoor Adventure Playground</p> <p>Share learning on Seesaw</p> <p>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"> SALT Referrals completed for specific children WellComm Interventions Support Plans set up for SALT/EHCP pupils and shared with parents Thrive and Nurture Weekly Workshops Rainbow Writers - developing sentence skills RWI 1:1 	<p><u>Which visits, visitors and experiences will we organise to help secure children's knowledge?</u></p> <p>Caterpillars and frogs in class</p> <p>Forest school minibeast area</p> <p>Metro journey to Shiremoor Adventure Playground - firepit cooking, pond dipping, risky play, animals</p> <p>Bikeability</p>

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