

Medium Term Plan for Summer 2, 2022

Foundation Stage - Reception



In developing a **Medium Term Plan**, typically covering a half-term period, our teachers will:

- Draw upon our detailed Long Term Plans – these show the sequencing of knowledge and skills for all subjects, across each year group
- Ensure that they build upon prior learning, through an understanding of knowledge and skills taught in previous year groups (or earlier in the same year/term)

In developing a **Context for Learning**, covering a half term or less, our teachers will:

- Devise a theme that will provide meaningful, cross-curricular learning opportunities – our belief is that this adds to pupil motivation and makes learning even more relevant
- Ensure that across the 6 half terms, there are a range of focus areas for Contexts for Learning – for example a CfL could be based on a book, or on an imaginary theme relevant to the children’s interests

4 Principles of EYFS

These 4 overarching principles shape everything we do in Early Years and we consider all aspects of these when planning:

A Unique Child

Every child is a competent learner and can be resilient, capable and confident

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and Early Years staff at school

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning

Learning and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected

In Early Years, the objectives listed below are taken from Birth to 5 Matters and are colour coded according to the ranges (5 and 6)



Personal, Social and Emotional Development (PSED)

- Changing me!
- Respecting our bodies
- Looking at fun and fears we have and how our opinions can be different to others.
- Celebrating our work
- Transition activities thinking about becoming Year 1s

Physical Development (PD)

- Handwriting, focusing on size of letters and continuing to use our Precursive handwriting style.
- We will look at working with others in our PE Lessons.

Literacy (L)

- We will be looking closely at rhyming and patterns within stories.
- We will make our own version of some of our sea themed stories
- We will continue to use Monster phonics to improve our reading and writing skills.
- We will be moving to writing more independently this term while still remembering all our writing rules.

Maths (M)

- Exploring patterns
- Counting on and counting backwards from 20
- Doubling numbers
- Sharing and halving numbers.
- Odds and even numbers.
- Spatial reasoning and measuring



Hooks/trips:

- Tynemouth Aquarium
- RNLI Visit
- Beach Trip

Key Vocabulary

Fish, sea, ocean, beach, sand, boat, sun, sun cream, submarine, seagull, whale, dolphin, shark, water, lifeguard, coral, seaweed, crab

Core Texts:

- Tiddler
- Commotion in the Ocean,
- Home for a hermit crab

Communication and Language (CAL)

- Discussions of stories, looking in detail at them and discussing opinions and surrounding texts.
- Asking questions and encouraging the children to be asking their own questions and explaining answers in more detail.

Expressive Arts and Design (EAD)

- Experimenting with colours, textures and designs
- Painting sea creatures using different media
- Performing dances and musical accompaniment to classical music.

Understanding the World (UTW)

- Technology: Visits to the ICT suite, learning about the different parts of a computer and what the different uses of the different parts are.
- Health week in Grangetown and learning about the RNLI and safety on the water.
- Fathers Day and celebrations of people that look after us.
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Characteristics of Effective Learning

The characteristics of effective learning are a key element in the early year's foundation stage. They detail the ways in which children should be learning from their environment, experiences and activities. During this half term, we will be focusing on encouraging:

Playing and Exploring

- Finding out and exploring

Active Learning

- Keeping on trying

Creating and Thinking Critically

- Choosing ways to do things

Area Enhancements to Continuous Provision this half term:	Other planned school events this half term
<p>Reading Area –</p> <p>Writing Area –</p> <p>Creative Area –</p> <p>Play dough –</p> <p>Role Play –</p> <p>Water and sand –</p>	

Objectives are colour coded to match a range 5 – black, 6 – purple

Prime Areas of Development

Personal, Social and Emotional Development

Children work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.

They explain the reasons for rules, know right from wrong and try to behave accordingly

They are confident to try new activities and show independence, resilience and perseverance in the face of challenge

They show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

They explain the reasons for rules, know right from wrong and try to behave accordingly

Communication and Language

Children make comments about what they have heard and ask questions to clarify their understanding;

They can hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

They can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

They anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Physical Development

- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Children can negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

They can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Specific Areas of Development

Literacy

Reading

Children say a sound for each letter in the alphabet and at least 10 digraphs; they read words consistent with their phonic knowledge by sound blending; they read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children write recognisable letters, most of which are correctly formed, they spell words by identifying sounds in them and representing the sounds with a letter or letters; they write simple phrases and sentences that can be read by others.

Maths

Children will have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Children will - Verbally count beyond 20, recognising the pattern of the counting system; compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Can use the internet with adult supervision to find and retrieve information of interest to them

Children will talk about the lives of the people around them and their roles in society; they'll know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will understand the past through settings, characters and events encountered in books read in class and storytelling.

Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; they will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. The children will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Children will explore the natural world around them, making observations and drawing pictures of animals and plants; they will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;. They will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used and make use of props and materials when role playing characters in narratives and stories.

Children will invent, adapt and recount narratives and stories with peers and their teacher. They'll sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music.

	Week 1 6 th – 10 June	Week 2 13 th – 17 th June	Week 3 20 th – 24 th June	Week 4 27 th – 1 st July	Week 5 4 th – 8 th July	Week 6 11 th – 15 th July	Week 7 18 th – 22 nd July
Phonics	CCVCC	CVC + Polysyllabic	CVC + Polysyllabic	CCC onset words, CCVCC with previously taught digraphs	CCVCC with previously taught digraphs	CVC + HFWs	CVC + HFWs
Literacy	Tiddler	Tiddler	Commotion in the Ocean	Commotion in the Ocean	Home for Hermit Crab	Home for Hermit Crab	
Group Job ideas	<ul style="list-style-type: none"> Missing Poster Writing their own tale Chinese Whispers – Passing notes Lots of rhyming work – matching written words and pictures and discussing it more in small group. 	Practical doubling activities moving on to pictorial.	<ul style="list-style-type: none"> Researching their own animal from the sea Thinking about rhymes and writing their own Making our own class book with new creatures in Drawing/Painting their own creatures 	Sharing and grouping practical activities moving on to pictorial	T4W <ul style="list-style-type: none"> Writing the story out themselves, from our T4W sessions Illustrating and writing down plans for ideas for their own 	T4W <ul style="list-style-type: none"> Rewriting their own version Making their own story/page of the story. 	Transition Activities <ul style="list-style-type: none"> Get to know me for new teacher Reflecting on the year in Reception
Topic	Introducing the topic with the story.	Looking at things that live in the sea and things that live on both land and sea.		How many seas and oceans are there? How do we know about the creatures? Videos on exploration.			
Maths	Doubling	Doubling	Sharing and grouping	Sharing and Grouping	Even and Odd	Spatial Reasoning	Consolidation
RE							
PSHE	Changing Me: My Body	Changing Me: Respecting My Body	Changing Me: Growing up	Changing Me: Fun and Fears (Pt 1)	Changing Me: Fun and Fears (Pt 2)	Changing Me: Celebration	Transition activities
Special Events		19 th - Father Day	Aquarium visit?	Aquarium visit?			Beach trip

