

Reception Curriculum

Summer 2

Medium Term Plan

Victory and Defeat in The Great Outdoors ! (Whole school topic- Victory and Defeat)	Week 1 Jack and the Beanstalk	Week 2 Growing Veg- Jack and the Beanstalk, Jaspers Beanstalk. (smartest giant in town)	Week 3 The Hungry Caterpillar	Week 4 Scarecrows Wedding- Julia Donaldson Squash and a squeeze- Julia Donaldson	Week 5 The Tiger who came to tea- Wild animals and habitats/ rainforests	Week 6 Seaside- Rainbow fish (Doug the diver)	Week 7 Six Dinner Sid
Exploratory Questions	In Stories, who is victorious and who is defeated? What do plants need to grow?						
Personal, Social and Emotional Development	<ul style="list-style-type: none"> ● Express their feelings and consider the feelings of others. ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Can play cooperatively, taking turns with others ● Can listen to others and take account of them when organising their activity. ● Able to show sensitivity to others needs and feelings ● Able to form positive relationships with adults and peers. ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 						

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- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

<p>Discuss the character of the giant. How would you feel if Jack stole your belongings? Emotion spot for better words than 'sad'</p>	<p>Use plain leaves to create a 'Friendship beanstalk' children write on a leaf and add it to the beanstalk each time someone is a good friend to them. Jack gets to climb higher everytime.</p>	<p>Butterfly matching symmetry game- turn taking at making symmetrical butterflies</p> <p>Hungry caterpillar board game- turn taking.</p>	<p>PSHE- friendship Betty O'Barley loves Harry O'Hay- why what is it about his personality that she loves.</p> <p>What makes you a good friend- brainstorm quality friendship words for display.</p>	<p>Discuss the characters in the story, How would you feel if a tiger knocked on your door?</p> <p>Discuss the reaction of the mum and the girl, where they surprised?</p>	<p>Discuss the different characters in Rainbow Fish (octopus, Little blue Fish, Rainbow fish) How are they feeling?, Why? Why might Rainbow fish not want to give away his sparkly scales?</p>	<p>Do you think Sid was right to go and have 6 dinners? Discuss What do we think all the different houses thought was happening?</p>
<p>Think about the story from the different characters points of view</p> <p>Work together to retell the story with role play masks and puppets</p>	<p>Reading Castle- add giant pictures, Jack and props for children to share story together with different props and story sack.</p>	<p>Working together to complete the hungry caterpillar jigsaw puzzle. Circle time- favourite fruit and why- part of snack time discussions</p>	<p>Have you ever been to a wedding or seen a photo of a wedding? Do you know what usually happens</p>	<p>Tell the story from the point of view of the Tiger or Mum.</p> <p>Talk about helping others who are in need.</p>	<p>Discuss sharing and different ways of sharing- ie completing a puzzle, working together making pictures for someone, building models together</p>	<p>Can you describe your favourite dinner and when you have it? what could we do</p> <p>If you were to go and have 6 dinners what ones would you choose?</p>
<p>Jack and the Beanstalk mind map- starter activity</p>	<p>Turn taking and working together on Jack and the beanstalk jigsaw and games.</p>	<p>Talk about looking after minibeasts and wildlife areas and their importance and why we should protect them.</p> <p>Discuss looking after our caterpillars in the</p>	<p>Friends help each other- In the story who helped Harry and how did they help him? In what ways could you help your friends?</p>	<p>Make decisions about what is right and wrong. Make judgements in relation to the story.</p> <p>Talk about the characters feelings in the story and</p>	<p>Circle time- discuss what makes a good friend?</p> <p>Rainbow fish sharing activity- encourages children to be kind and helpful.</p>	<p>Resolving conflicts in games- what could you do to solve arguments?</p>

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			<p>classroom- what do we need to do to look after them- observations as they grow and change.</p> <p>Role play props and story sack for the different fruit and vegetables and stages of the hungry caterpillar.</p> <p>Fruit and veg in the homecorner- set up farm shop.</p>		<p>how they would feel if they were the character.</p> <p>Talk about changes in their lives and how they feel about coming to the end of their reception year.</p> <p>be able to explain right from wrong and do they think the Tiger was right to eat all the food.</p>	<p>Discuss what it means to feel lonely and why Rainbow fish felt lonely. What can we do to stop people feeling lonely.</p> <p>Make 'fishy friendship bracelets' using shiny ribbon to make one for their friends- tell your friends why they are special.</p> <p>Role play masks and puppets to retell the story.</p>	
Communication and Language	<ul style="list-style-type: none"> • Listening and attention-Can listen attentively in a range of situations • Listening and attention-Can listen to stories and anticipate key events and make appropriate responses • Listening and attention-Can listen to others and respond appropriately while engaged in another activity. • Understanding- Can follow instructions involving several ideas or actions • Understanding- can answer how and why questions about their experiences and in response to stories or events. • Speaking-Can express themselves effectively, showing awareness of listener. • Speaking- Can use past, present and future tenses accurately when talking about events. • Speaking- can develop their own narratives and explanations by joining ideas or events. 						
Communication and Language	Jack and the beanstalk hot seating activity- question the different characters as to how they felt at different parts of	Listen to the story 'Jasper's beanstalk' by Mick Inkpen and Nick Butterworth. how is this story different? List the differences.	Listening to the story of the hungry caterpillar- joining in with the refrains. Can you remember the order of all the different things that	Retell the story of the scarecrows wedding using the puppets in the puppet theatre.	Use role play things to retell and act out the story of the Tiger who came to tea.	Create Rainbow fish story sack to use to retell the story.	Talk about why we think Sid went around looking for 6 dinners?

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	<p>the story (adult to play characters to role model technique)</p> <p>Character description- describing the giant- brainstorm words to describe the giant. Decorated story telling chair for the giant- giants chair in outside area.</p>	<p>Kims Game- whats missing- pictures of props from the story.</p> <p>Jack and the beanstalk story stones in a large tuff tray of compost for the children to find and act out the story-small word</p> <p>I spy game- what did Jack spy at the castle?</p>	<p>the caterpillar had to eat.</p> <p>Story sack for what the caterpillar ate and retelling the story props including copy of book on tuff tray.</p> <p>Kims game- can you recall all the different foods on the tray.</p> <p>'I went shopping game... instead' the hungry caterpillar ate....'</p> <p>Children to remember what their friend before them said and add their own. How many can you remember?</p> <p>Story sequencing cards- can you retell the picture using the story sequencing cards- tell the story to a friend.</p> <p>Story stones hidden in pile of leaves and sticks for the children to</p>	<p>Role play weddings and practise being the different people in the scarecrows wedding.</p> <p>Order the events in the story. What animals help Harry and what gift did they give? Match the animal with the gift.</p> <p>Look at pictures of different weddings and describe what you can see.</p> <p>Find out about different scarecrows people have made and what scarecrows are used for.</p> <p>Play I went to the shops and I bought (link to objects for a wedding).... In groups. Each child adds another item to the list and says the previous one too</p> <p>Work with others and communicate tasks when making the scarecrow.</p>	<p>Children to make up their own story about an animal coming to tea. Who would come to your tea party? What would they eat?</p> <p>Order the food that the Tiger ate for tea.</p> <p>Use adjectives to describe the Tiger.</p> <p>Play I went to the shops and I bought</p> <p>Kims game- what food is on the tea tray?</p> <p>Can you guess the animal when your friend describes it.</p> <p>Describing different habitats- jungle Plants and animals</p> <p>Scaffold sentences in speech when talking about the habitats.</p> <p>Stem sentences and oracy games</p>	<p>Masks and puppets to retell the story of rainbow fish</p> <p>Small world area- dinosaurs to act out and create their own stories</p> <p>Following trip to the beach describe what we have seen- link an adjective to each object- brainstorm words to add to a display</p> <p>Play a listening game with one child blindfolded in the middle, take it in turns "it's only me. The little Blue Fish' guess where they are.</p> <p>Talk about their favourite sea creature and discuss any that they may have seen at the sea aquarium.</p> <p>What is a submarine? What is it used for? Journeys under the</p>	<p>What else did Sid gain from going to the other houses?</p> <p>Talk about what happened in the story and order the events of what Sid ate at each house.</p> <p>Can you make up your own version of an animal going around to different places to eat different dinners?</p> <p>Role play in the home corner, making dinners and setting the table.</p> <p>Describing the places that Sid visits</p> <p>Play, I ate for my dinner....and build up each person says a different food.</p> <p>Describe the cat Sid</p> <p>Talk about our pets and what they mean to us.</p>
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			<p>find and retell the story.</p> <p>Play I spy games with friends using food pictures from the story.</p>	<p>Discuss what we will need to make a scarecrow</p> <p>Give instructions to a peer on how to stuff the scarecrow.</p> <p>Can you match the animals with their environment home and explain why they live there.</p> <p>Sing incy wincy spider.</p>		<p>sea- might they see a rainbow fish?</p> <p>Talk about adjectives used to describe the different characters and places in the story- deep, blue sea, dazzling, shimmering scales.</p> <p>Role play masks and puppets to retell the story</p>	
Physical Development	<ul style="list-style-type: none"> • To be able to handle small writing equipment and use tripod grip. • To change into and out of PE kit in a given time frame and independently • Have good control and coordination in large and small movements. • To move confidently in a range of ways, safely negotiating space. • Can handle equipment and tools effectively, including pencils for writing. • To be able to unzip and zip up coats independently. • Focused activities to support gross and fine motor skills: dough disco, finger gym, write dance • Know the importance for good health, physical exercise and a healthy diet. • Can talk about ways to keep healthy • Can manage their own basic hygiene and personal needs, including dressing and toileting. 						
Physical Development	<p>Play the giants keys game with a giant egg that rattles. Link to C&L through listening and attention.</p>	<p>Planting bean seeds.</p> <p>Picking up beans with tweezers, sorting colours- magic beans-</p>	<p>Talk about the different fruits that the caterpillar eats- Make fruit Kebabs to then enjoy in snack time watching animated version of the story.</p>	<p>Set out obstacle equipment- children to set up their own trail for Harry, to show the journey he went on to collect all the</p>	<p>Set out tea party tables for the Tiger.</p> <p>Can you make your own jungle gym for the tiger and his</p>	<p>Parachute game, based on the sea- move the parachute like ripples in the water, big stormy waves and pass from one side to the other</p>	<p>Fine motor Skills- tracing patterns on pictures of Sid the cat.</p> <p>Threading/ sewing in cat cat.</p>

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	<p>Play moving beans game- runner beans, jumping beans etc to encourage children to move in different ways.</p> <p>Sorting coloured beans/ different types of beans or jelly beans with tweezers. How many can you sort in 30 seconds- use of sand timers to support.</p> <p>Jack and the beanstalk playdough mats</p> <p>Jack and the beanstalk cutting skills and pencil control sheets in writing area.</p> <p>Threading activity- can you thread the green leaves- sewing.</p> <p>Threading pasta on pipe cleaners- making tall beanstalks.</p>	<p>moving beans from one pot to another.</p> <p>Oversized equipment in the mud kitchen to create the giants kitchen.</p> <p>Water containers- pouring different sized cups- large cups, giant cups, small cups for Jack</p> <p>Cutting out green leaves, hole punch and thread on to pipe cleaners to make beanstalks.</p> <p>Jack and the Beanstalk harp threading</p> <p>Using chalk in the outside area to draw beanstalks- can you add on the leaves and stalks- what patterns can you put inside the leaves-</p> <p>Painting over the outline of leaves that have been drawn on with water and brushes</p>	<p>Caterpillar threading activity- threading pasta on pipe cleaners to make your own caterpillar- cut out a head and colour in and glue on.</p> <p>Cutting skills- caterpillar- cut out circles of caterpillar and then stick on to create caterpillar picture.</p> <p>Playdough hungry caterpillar mats</p> <p>Threading beads- repeating patterns to make caterpillars.</p> <p>Hungry caterpillar jigsaw puzzle</p> <p>Minibeast paperchains</p> <p>Painting- butterfly fold over paint symmetry prints.</p> <p>Playdough hungry caterpillar mats and minibeast mats.</p>	<p>items for the wedding.</p> <p>Follow mazes- pencil control- help Harry get back to Betty, complete the maze.</p> <p>Split pin scarecrows. Can you make your own scarecrow with moving parts. Manipulate the split pins and use single hole punch</p> <p>Can you balance along a line and walk with your arms out and your back straight like a scarecrow. Draw a chalk line to walk along. Extend to a wavy line.</p> <p>Provide, seeds, digging spades soil for children to plant seeds.</p> <p>Scarecrow building using sticks, clothes straw- stuffing straw into clothes and string to tie up the scarecrow.</p>	<p>friends in the outside area.</p> <p>Den building equipment- make a camp for your visit to the jungle</p> <p>Use building blocks and materials to design a mode of transport to get you to the jungle.</p> <p>Can you use the construction materials to build a house for the Tiger to live in.</p> <p>Make Tiger puppets to act out the story.</p> <p>Cutting skills to make collage pictures of the jungle.</p> <p>Jungle and tiger pencil control.</p> <p>Use tripod grip when holding a pencil for writing and colouring and drawing.</p> <p>use fine motor skills to decorate</p>	<p>like going under the sea.</p> <p>Play a circle game- being different sea creatures- run round the circle when your creature is called until you find a new space.</p> <p>Rainbow fish pencil control- and sea themed pencil control tracing over the dotted line.</p> <p>Rainbow fish cutting and sticking scales on in different coloured papers etc.</p> <p>Tweezers picking up different pieces of paper/ foil/ pom poms to be scales</p> <p>Rainbow fish playdough</p> <p>Hide characters in a sand tray- use paintbrushes to uncover the creatures.</p>	<p>Threading cards and threading small beads to make necklaces for Sid to play with.</p> <p>Make maps with routes for Sid to follow to make his way to the different houses for the dinners.</p> <p>Cutting skills- cutting out pictures of pets and animals to make collage.</p> <p>Using bricks- inside and outside to build houses for Sid</p>
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			<p>Threading beads to make snakes/ caterpillars</p> <p>Life cycle jigsaw puzzles.</p> <p>Fruit and healthy eating jigsaws.</p>	<p>Children to make scarecrow puppets- cutting and sticking skills</p> <p>Finding numbers hidden in straw.</p> <p>Threading scarecrows/ animals-</p>	<p>pictures of the tiger showing the stripes</p>		
Oracy Opportunities	<p>Retelling the story of Jack and the Beanstalk using masks and puppets in the puppet theatre and role play area.</p> <p>Books in the reading area about plants, growing, Jack and the beanstalk different versions to share with peers and retell stories.</p> <p>Hot seating opportunities to pretend to be a character from the story and explore how that character feels and why they do certain actions.</p>	<p>Trip to Mote Park for looking at growth and changes in the seasons- how the trees now have green leaves, grass grown etc- changes since Autumn visit.</p> <p>Opportunity to compare two stories- brainstorm differences and similarities between them.</p> <p>Children to help adults in retelling the story- join in refrains to support memory and vocabulary acquisition.</p> <p>Children to be able to use key</p>	<p>Opportunities to retell the story of the Hungry Caterpillar in a range of ways, masks, puppets, story stones and story sacks.</p> <p>Look at letters in caterpillar- challenge children to rearrange some of the letters to make other words “pet” and ‘rat’ write words in outside area chalk board</p> <p>Use magnifying glasses to look at the caterpillars- explain to peers and adults what they can see- blank cards to write descriptive words</p>	<p>Feelings- can we think of different names for feelings- look at faces what are these different feelings and when would we experience them?</p> <p>Acting out the story or retelling the story of the Scarecrows wedding.</p> <p>Role playing and talking about weddings they may have been to. A wedding is a happy event, can you think of any other events that make you feel happy.</p> <p>Giving each other instructions and</p>	<p>Opportunities to retell the story of the the Tiger who Came to Tea in a range of ways, masks, puppets, story stones and story sacks.</p> <p>Make comparisons between the different environments- Jungle, seaside and Park. Oracy activity-building on each others ideas.</p> <p>Use Non Fiction books to talk about Jungle animals and find information. To be able to describe jungle animals.</p>	<p>Trip to the seaside- Folkestone coastal park- describing what you can see, hear, feel- different senses and collecting shells etc on the beach.</p> <p>Opportunities to retell the story of Rainbow fish.</p> <p>Word bank- describing the sea and rainbow fish- use of synonyms. Children to record words on shell shapes for display/ tuff spot.</p> <p>Acting out the story outside with tarpaulin and shells etc.</p>	<p>Act out the story, use of role play area and outside area for acting out the story.</p> <p>Talk about our favourite meals and where we like to go for different eating experiences.</p> <p>Can we name different meals that involved a celebration?</p> <p>Talk about different Pets and what our pets mean to us, what makes them special to us?</p> <p>Collect different words to describe our pets.</p>

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	<p>Describing the giant- look at different synonyms to describe the giants character- create word bank.</p> <p>Story sacks in reading area and tuff trays for story retelling</p>	<p>vocabulary in retelling the story in groups using puppets and masks.</p> <p>Model instructional vocabulary when planting bean seeds. Children to use words in speech and writing about bean planting.</p> <p>Compare the two giants- Smartest giant in town- Julia Donaldson Jack and the beanstalk giant.</p>	<p>on- adults to extend language.</p> <p>Tuff tray off fruit and veg- some cut up- children to describe it from the different senses- how does it smell, feel?</p> <p>Look at pictures of different types of caterpillars and butterflies to describe on interest area.</p>	<p>working together to build a scarecrow. Instructions need to be clear.</p>	<p>Conscious corridor- describing the tiger in the story.</p>	<p>Hot seating from different characters points of view- adults to model then children to be in the hot seat. Children use their knowledge of the story to ask relevant questions</p> <p>Describe what animals/ creatures things you may find at the seaside.</p>	
<p>Literacy</p>	<ul style="list-style-type: none"> ● To use phonic knowledge to write words which are plausible. ● Write some irregular common words. ● To write some simple sentences which can be read by 	<ul style="list-style-type: none"> ● Write words which are spelt correctly and others that are phonetically plausible. ● To write some simple sentences which can be read by themselves and others 	<ul style="list-style-type: none"> ● To use phonic knowledge to write words which are plausible. ● To write some simple sentences which can be read by themselves and others. ● Write some irregular 	<ul style="list-style-type: none"> ● To use phonic knowledge to write words which are plausible. ● Write some irregular common words. ● To write some simple sentences which can be read by 	<ul style="list-style-type: none"> ● To use phonic knowledge to write words which are plausible. ● Write some irregular common words. ● To write some simple sentences which can be read by 	<ul style="list-style-type: none"> ● To use phonic knowledge to write words which are plausible. ● Write some irregular common words. ● To write some simple sentences which can be read by 	<ul style="list-style-type: none"> ● To use phonic knowledge to write words which are plausible. ● Write some irregular common words. ● To write some simple sentences which can be read by

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	themselves and others.	<ul style="list-style-type: none"> Write some irregular common words. 	common words.	themselves and others.	themselves and others.	themselves and others.	themselves and others.
Literacy	<p>Role play: children act out the story and take on different characters. Use big pieces of paper to collaboratively make a shared write character description for display.</p> <p>Read story of Jack and the Beanstalk- compare different versions of the story- how are they different/ the same- characters in appearance and personality.</p> <p>Model writing letters with the children- Jack apologising for stealing from the giant or giant to Jack for scaring him</p> <p>Sequencing cards and pictures to retell the story from</p>	<p>Describing the giant- add labels to a picture- wanted poster.</p> <p>Writing the story of Jack and the Beanstalk.</p> <p>Using puppets to retell the story</p> <p>Story stones for story sequencing and retelling in soil in tuff spot.</p> <p>Retelling the Story of Jack and the beanstalk using puppets and masks.</p> <p>Similarities and differences between the two giants- smartest giant in town and Jack and the Beanstalk. Scaffolded writing and group work.</p>	<p>Look at letters in caterpillar- challenge children to rearrange some of the letters to make other words “pet” and ‘rat’</p> <p>Retelling the story in different ways- remembering the order.</p> <p>Make a list of differences/ similarities between the caterpillar and the butterfly stage. Use phonetically plausible attempts.</p> <p>Writing frames for retelling the story.</p> <p>Observation sheets in interest table for children to draw and label the caterpillars and other things in interest table.</p>	<p>Retell the story of ‘The Scarecrows Wedding’ using puppets.</p> <p>Story writing, can you construct sentences to retell the story in your own words- scaffolded writing.</p> <p>List writing- what will we need for a wedding.</p> <p>Writing invitations- can you write an invitation to invite someone to Betty’s wedding.</p> <p>Design a wedding outfit for Betty or Harry, add labels to say what they need.</p> <p>Reread the story to your friends and tell them what happens.</p>	<p>Order events in the story- children to create their own story maps- use story maps to step out the story whilst they retell it.</p> <p>Describe the Tiger- outline of the tiger, write words to describe the tigers looks and personality.</p> <p>Write an invitation inviting the tiger to come to tea again/ or an animal of their choosing.</p> <p>Making Jungle animal fact files- tuff tray and writing area activity.</p>	<p>Write describing words about rainbow fish and the scales, describe the sea.</p> <p>Fish shaped booklet in the writing area for children to make their own stories about rainbow fish.</p> <p>Reading words on rainbow fish scales- colour them in once you have managed to sound them out.</p> <p>Mark making and writing sea words in foam on tuff tray. Make sea wave patterns</p> <p>Under picture of rainbow fish- scaffold the story- what did rainbow fish do?</p> <p>Order pictures of the story- tell your</p>	<p>Write a postcard to our family from our trip to the seaside at Folkestone- talk about what a postcard is. Look at a range of different postcards.</p> <p>Retell the story of Six dinner Sid. Use of story board.</p> <p>Can we make our own version of the Six dinner Sid story. Choose a different animal</p> <p>Add labels to pictures of our pets.</p> <p>Write a menu for a special meal with family, pets or friends.</p> <p>Write a card from Sid to say thank you for the meals he has had at each dinner.</p>

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	<p>the children's knowledge.</p> <p>Different shape blank "story books" in writing area for the children to write their own versions of the story.Bean and castle shape etc</p> <p>Labelling the different parts of the bean seed growing stage.</p>	<p>Story sack in tuff tray and reading castle.</p> <p>Books about growing and different versions of the story.</p> <p>Different shape blank "story books" in writing area for the children to write their own versions of the story.Bean and castle shape etc</p>	<p>Caterpillar and butterfly shaped booklets in writing area for children to be able to write their own version- what is your caterpillar going to eat?</p> <p>Hungry caterpillar display words in tray hidden with leaves/ soil for the children to find- practise decoding.</p> <p>Write lists of the foods that the Hungry Caterpillar ate.</p> <p>Write sentences to say what happened to the Hungry caterpillar- think about key words to describe what happened to his size- retelling the story.</p>	<p>Design a wedding cake for Betty and Harry- write a list of what they will have on the cake.</p> <p>Instructions for making a scarecrow- list what we need and instructions on how to make the scarecrow. Pictures from the story in writing area. Can you write the story of Room on the Broom.</p> <p>What would you put in the cauldron to make a spell?</p> <p>Design your own scarecrow for the KM competition. Add labels to say what you will need to make it and what you want it to be.</p>		<p>friends the story of rainbow fish in your own words.</p> <p>Make up your own story about a sea creature. What will they give to their friends like rainbow fish gave his scales?</p>	
Phonics	<ul style="list-style-type: none"> ● Opportunities to read captions, simple sentences, and words with new and revised sounds every day (whole class/small group/individual) ● Constant revision of 'reading' skills and daily reading activities. ● Phonics based games and activities within continuous provision and encouraged within CIA ● Use phonic knowledge to decode regular words and read them aloud accurately ● To read some common regular words. ● To demonstrate understanding when talking about what they have read 						

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	<ul style="list-style-type: none"> • Letter formation supported and emphasised in teacher directed and CIA • Revision of previous sounds every day • Can segment the sounds in simple words and blend them together. 						
	Sounds: Recognising tricky words:	Sounds: Reading tricky words:	Sounds: Writing tricky words:	Sounds: Writing tricky words:	Sounds: Writing tricky words:	Sounds: Writing tricky words:	Phonics reading and writing assessment
Mathematics (White Rose Hub)	<p>Count reliably with numbers from 1 to 20, place them in order and say which number is one more and one less than a given number.</p> <p>Use quantities and objects, add and subtract two single digit numbers and count on and back to find the answer.</p> <p>Solve problems, including doubling, halving and sharing.</p>	<p>Count reliably with numbers from 1 to 20, place them in order and say which number is one more and one less than a given number.</p> <p>Use quantities and objects, add and subtract two single digit numbers and count on and back to find the answer.</p> <p>Solve problems, including doubling, halving and sharing.</p>	<p>They recognise create and describe patterns.</p> <p>Using quantities and objects, they add and subtract two single digit numbers.</p> <p>They solve problems, including doubling, halving and sharing.</p> <p>Count reliably numbers to 20 and place them in order. Know what is one more and one less than a number.</p>	<p>They recognise create and describe patterns.</p> <p>Using quantities and objects, they add and subtract two single digit numbers.</p> <p>They solve problems, including doubling, halving and sharing.</p> <p>Count reliably numbers to 20 and place them in order. Know what is one more and one less than a number.</p>	<p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.</p> <p>They recognise, create and describe patterns.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.</p> <p>They recognise, create and describe patterns.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.</p> <p>They recognise, create and describe patterns.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Mathematics (White Rose Hub)	Number and Place Value (revision): Numbers to 20 Counting to 20	Multiplication and Division: Numerical Patterns Doubling	Multiplication and Division: Numerical Patterns Halving and Sharing	Multiplication and Division: Numerical Patterns Odds and evens	Measurement: Measure Length, Height and Distance Begin using language to	Measurement: Measure Weight Comparing objects when	Measurement: Measure Capacity Through play children will experience full

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	<p>Opportunities for children to count beyond 10 and learning the number names in order. Once children can confidently say the number names, learn to match the names to the quantities and symbols. Prompt children to recognise that as we count each number is one more than the number before building staircases to show the growing pattern within numbers to 20.</p>	<p>Children will learn that double means 'twice as many'. Opportunities to build doubles using real objects and mathematical equipment.</p> <p>Building numbers using the pair wise patterns on 10 frames helps the children to see doubles.</p> <p>Mirrors can also be used to double quantities they build. Children say doubles as they build them. Provide examples of doubles and non doubles for the children to sort and explain why.</p>	<p>The children will halve quantities by sharing items into 2 equal groups. The children will experience sharing practically and will be able to say when a group is fairly or unfairly shared. The distinction between fair and unfair sharing to emphasise the idea of half being one of 2 equal parts.</p> <p>Children then halve small quantities and then explore sharing between 3 or 4 people. They may notice that sometimes there are items left over and may come up with suggestions how to resolve this.</p>	<p>Begin to understand that quantities which can be shared into 2 equal groups with no items left over are even. Those which have one left over when they are shared into 2 equal groups are odd.</p> <p>Children to notice this structure on the number shapes and by building pair wise patterns on the 10 frame.</p> <p>Notice odd and even by grouping quantities into pairs. Even quantities can be grouped into pairs and odd quantities will have one left on their own when they are grouped into pairs.</p>	<p>describe length and height eg the tree is tall, the pencil is short. When making direct comparisons say something is big or bigger than something else. Encourage them to use more specific mathematical vocabulary relating to length height and breadth. Make indirect comparisons using identical objects such as cubes or blocks to measure each item. Also compare distances to see which is further or nearer.</p>	<p>carrying- heavy and light. Encourage children to make direct comparisons using their hands to estimate which item feels the heaviest and then use the balance scales to check. Use language of heavy, heaviest, heavier light, lightest and lighter to compare items starting with items that have an obvious weight difference. Use balance scales to make indirect comparisons by measuring how many cubes or beads balance each item.</p>	<p>and empty. Encourage them to extend their understanding to show half, nearly full and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice, cereal. Use different sized containers to investigate. Prompt them to use the language of thin tall narrow, wide and shallow.</p> <p>Children to make direct comparisons by pouring from one container into another. Use small pots and ladles to make indirect comparisons by counting how many pots it takes to fill each container.</p>
<p>Understanding the World</p>	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things. • To know features of their immediate environment. • To compare and notice differences between different environments. 						

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	<ul style="list-style-type: none"> To make observations of animals and plants and explain why some things occur and talk about changes. Can talk about changes in relation to plants and animals. To understand differences between themselves and others. To recognise that a range of technology is used in places such as homes and schools. To select and use technology for particular purposes. 						
	<p>How do things grow? Link to the little raindrop story.</p> <p>Look at different stages of the bean seed growing- time lapse videos and sequencing cards. What is happening at each stage? What is each part of the plant called?</p> <p>Sequence pictures for the growth of the bean seed and add labels.</p> <p>Look at different types of beans and seeds and compare sizes and types- could include baked beans, and jelly beans</p> <p>Set up planting area outside in garden for children</p>	<p>Painting area-plants for the children to look at and beans for them to draw / paint their own beanstalk.</p> <p>Drawing programs on IWB for children to draw their own beanstalk and add characters. Can they label the different parts of the beanstalk- science links</p> <p>Beans and seeds in interest table with magnifying glasses and clipboards for the children to draw them.</p>	<p>Introduce our new caterpillars and explain that we are going to watch them grow and change into butterflies.</p> <p>Give children magnifying glasses and templates to look at caterpillars and draw them and label.</p> <p>Provide children with pictures of different types of butterflies and caterpillars for them to describe and see if they can guess which caterpillar turns into which butterfly.</p> <p>Look at lifecycle of a butterfly- time lapse video.</p>	<p>Scarecrows Wedding- Julia Donaldson</p> <p>Discuss what crops and plants need to grow. What different crops do we recognise in the fields. Show children pictures of different crops and talk about what we use them for and how they are harvested.</p> <p>Look at video clips of different farm machines working, ie combines, tractors</p> <p>Looking at a sheaf of corn, discuss what it is. Use magnifying glasses to look at the ears of corn.</p> <p>Observational</p>	<p>Making sandwiches for a tea party.</p> <p>name some similarities and differences between the jungle and the Uk habitat (Kent)</p> <p>Use different sources, pictures, video clips and non fiction books to find information.</p>	<p>Look at pictures of different sea creatures- which ones do you know? Brainstorm what do we know about the ocean? Have we heard of pollution and plastics in the sea?</p> <p>Discuss and learn how rainbows are made. Look at how we can make a rainbow- rainbow song</p> <p>Use computers to draw and make under the sea pictures.</p> <p>Look at some of the under the sea books and encourage children to make their own scenes.</p>	<p>How do we look after our pets?</p> <p>What do we need to provide animals with to live a healthy life?</p> <p>Compare similarities and differences between our pet cats and wild cats like tigers etc.</p> <p>Compare houses now and in the past. Use the different houses that SID visits as stimulation to look at differences in houses now and in the past.</p> <p>Label differences in the houses.</p> <p>Look at some of the features and</p>

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	to plant their own bean seeds.		Order the different stages of the butterfly on tuff spot using template Talk about fruit being healthy and why we need it in our bodies. What fruits do you enjoy?	drawing of different crops and food types. Scarecrow competition- design and make a scarecrow to enter KM news group competition at Mote Park Look at information and pictures of different scarecrows- what are scarecrows used for and where do you find them. Talk about what people use to make them and who tends to use them. Any famous scarecrow books? Why do we need to scare the birds away from the fields?		Rainbow fish decorated biscuits- coloured sprinkles	equipment inside the houses.
UTW curriculum in the outside learning	Children grow their own beanstalks. How can we look after our beans? What do we need to do? Monitor progress Roll out a length of tissue/ toilet roll/ string- collect	Planting bean seed. Children grow their own beanstalks. How can we look after our beans? What do we need to do? Monitor progress Draw on pictures of beanstalks in chalk	Hide different coloured butterflies, caterpillars, pupa in the outside area- matching colours and sets then ordering the stages	Use plastic pots, sticks etc to make habitats for frogs- tray with pot with water and include a stone etc for the frogs to be able to climb out of the water. Plants to eat etc.	In outside area use sticks and leaves to create their own mini jungle effect on trays. Children to add small word animals to complete scene. Draw animal footprints with	Trip to Folkestone Coastal park- sea environment- shell collecting, sand castles Sea creature toys animals in water tray- what are they and are they in the sea all the time or	Use large building blocks to build houses for the cat Sid Use mud kitchen to make dinners for Sid Can you use equipment to make

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	<p>leaves and twigs etc in outside area and on school grounds to create their own beanstalk on the ground. Taking photographs.</p> <p>Gardening equipment and seeds/ beans watering cans pots trowels etc in planting area and tuff tray.</p>	<p>on the blackboards- can children label the different parts.</p> <p>Draw leaves on the playground and children add in the details and patterns with chalk</p> <p>Draw different length beanstalks in chalk. Can children measure the length of them- longer shorter etc. What would you use to measure the length/ height of a beanstalk?</p>	<p>Planting strawberry plants in planting area.</p> <p>Planting seeds/ plants for a butterfly friendly area. Discuss how butterflies need the flowers and what ones they like.</p> <p>Provide magnifying glasses so children can go on caterpillar/ butterfly and minibeast hunts</p> <p>Planting flowers in the outside area pots, talk about what plants need to grow. Writing and adding labels to say what the flowering plants are.</p>	<p>Planting vegetable seeds and plants- can we draw the plant and label the different parts of it.</p> <p>Identify- leaf, stem, roots, veins, flowers, petals- use magnifying glasses to look at the different parts- complete templates to add in names.</p> <p>Plant labels out for children to write labels for the plats in white board pens and put in the garden area. Building the class scarecrow. Tying sticks, and clothes, putting clothes over sticks and stuffing clothes with straw. Painting faces.</p> <p>Deciding where we would need a scarecrow in our outside area and saying why.</p> <p>Growing scarecrow hair, grass seed planted. What do</p>	<p>chalk on playground, create a path to follow and track.</p> <p>Use musical instruments to create jungle noises</p> <p>Use den building equipment to make a jungle hideout to keep you dry in the rain.</p>	<p>do some of them come onto land.</p> <p>Shaving foam and letters- can you make the shape of the letters and patterns to show what the waves do?</p> <p>Provide bubbles and encourage children to blow bubbles using a bubble wand.</p> <p>Bubble painting pictures on outlines of fish-</p>	<p>an assault course or route map for Sid.</p> <p>Use mud area to write in the mud and draw and write in the mud.</p> <p>Making gardens to go with the model houses.</p>
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				plants need to grow.			
Expressive Arts and Design	<ul style="list-style-type: none"> To sing songs, make music and experiment with ways of changing them To safely use and explore a variety of materials, tools and techniques. To experiment with colour, design, texture, form and function. Use a variety of artistic media to make pictures and craft models. To use what they have learnt about media and materials in an original way. To consider use of design and purpose when building and making things To be able to represent their own ideas, thoughts and feelings through DT, art, music, role play and stories. 						
	<p>Music sessions</p> <p>Watch the silent version of the story. Assign children instruments and create a musical portrayal of the story. ie drums- giant, rainmakers – clouds etc</p> <p>Creating beanstalks using finger prints- can you write the number of leaves going up the beanstalk- beanstalk numberline</p> <p>acting out the story in different ways- masks puppets costumes.</p>	<p>Use a pile of adult men’s clothes- can the children dress in the giants clothes! Act out the smartest giant in town with the clothes.</p> <p>Listen to piece of music to develop dance movements music’ In the Hall of the Mountain King’ by Edvard Grieg. The gentle start to the music for Jack climbing up the beanstalk and exploring the castle, whilst the change in tempo and volume for the arrival of the giant.</p> <p>Make beanstalks in the modelling area- toilet rolls etc and</p>	<p>Music- songs to reflect animals and the great outside.</p> <p>Instruments- choose percussion instruments to create fluttery sounds for butterflies and sounds that could represent wriggly movements.</p> <p>Butterfly symmetry paint prints.</p> <p>Caterpillar stamp prints- printing circles of different sizes,</p> <p>Junk modelling- caterpillars with milk bottle tops upside down- fill each cap with different textures.</p>	<p>Building scarecrows- design your own scarecrow and make stick puppets. Colour scarecrows using choice of colours.</p> <p>Use colour washes and printing to make countryside pictures.</p> <p>Making split pin scarecrows.</p> <p>Colouring and cutting out scarecrows to make their own stick puppets.</p>	<p>Create dioramas of Jungle scenes and children to decide what animals to place in their jungle.</p> <p>Collage pictures of Tigers, use of pastels and paint to create bright stripes.</p> <p>Use musical instruments to create sounds of the jungle, for all the different animals.</p> <p>Use paint and sponges to create jungle paintings, use of line and pattern to build up texture.</p>	<p>Painting rainbows, colouring rainbows- rainbow song</p> <p>Creating bubble prints to be sea background.</p> <p>Blue colour washes</p> <p>Rainbow fish texture printing using wide range of different surfaces.</p> <p>Make your own rainbow fish with different coloured scales- cutting. Rainbow fish decoration- garden- CD fish</p> <p>Use instruments to explore sounds of the sea.</p>	<p>Wax resist sea</p> <p>Make paintings of a street of houses.</p> <p>painting and drawing pictures of our pets.</p> <p>Act of stories</p> <p>Make up their own versions of the Six dinner Sid and act it out with their friends.</p> <p>Decide what materials you are going to use to build your house- explain why you chose those materials.</p>

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	<p>Use sponges and paint to create beanstalks and leaves – colour mixing for different shades of green.</p> <p>Collages with beans and pulses.</p>	<p>cutting out leaves/ painting to create beanstalks</p> <p>Use large cardboard role to make class beanstalk for the children to use in the role play area. Put in entrance to role play area.</p>	<p>Construction materials to build caterpillars</p> <p>Provide paper and pencils for the children to make observational drawings.</p>				
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