

Our Approach: We believe that high levels of child involvement lead to accelerated levels of progress. Our environment is set up to give children the opportunity to self-manage, to take initiative and self-direct their learning. There are some skills which need to be explicitly taught and so adult directed activities take place at various points throughout the day. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we will be encouraging through play and through our direct teaching.



Medium Term Plan

Year: Reception

Term: Summer 2

Theme: Journey Around the World

Maths

<p>Week 1 - Subitising <i>(subitise to 5 using a rekenrek)</i></p> <ul style="list-style-type: none"> - subitise numbers up to 5 represented by finger patterns, linear dot patterns, standard and non-standard dot patterns & dice frames - orientate a rekenrek correctly and push a number of beads with one finger - use 'one finger, one push' to move a number of beads on the top row ALL AT ONCE to the far left of the rekenrek - use 'one finger, one push' to subitise and explore '1 more' and '1 fewer' patterns of beads on the rekenrek <p>White Rose - Visualise, build and map - give instructions to build</p> <p>Inside Opportunity: Drop a large collection of small objects (e.g. marbles, buttons, pom-poms, etc.) onto a tray. Encourage the children to select subitising dot cards for 2, 3 or 4 and</p>	<p>Week 2 - Review and assess <i>(counting)</i></p> <ul style="list-style-type: none"> - count out 6 or 8 objects from a larger group and check by counting 1-to-1 - join in with the counting sequence to 10 - recognise and show numbers from 5 to 10 in '5 and a bit' arrangements - remember to stop when they count to the end of a set of up to 10 jumps/claps/hops. - count 20 objects - practise saying the tricky 'teen' numbers - practise counting to 100 - share strategies for counting larger amounts that can't be moved <p>White Rose - Visualise, build and map - explore mapping</p> <p>Inside Opportunity: Provide the children with small empty pots and larger bowls from which to scoop small objects, such as counters, bricks or pasta. Encourage the children to scoop small</p>	<p>Week 3 - Review and assess <i>(composition of numbers)</i></p> <ul style="list-style-type: none"> - use their fingers to make and describe doubles facts - explore and represent the composition of 5 on rekenreks - use finger, dice frames and 10-frames to explore and represent '5 and a bit' numbers to 10 use their fingers to represent '1 more than/1 less than' a given number - use what they know about the number sequence to work out missing numbers to 10 - use rekenreks to explore and make '5 and a bit' numbers to 10 <p>White Rose - Visualise, build and map - represent maps with models</p> <p>Inside Opportunity: Build a tower of up to 10 interlocking cubes. <i>I've made a tower of (e.g.) 7 cubes. Let's check there are 7! I'm going to hide them</i></p>	<p>Week 4 - Review and assess <i>(automatic recall of bonds to 5)</i></p> <ul style="list-style-type: none"> - find ways to partition (split) a set of 5 - understand that 5 can be partitioned (split) in different ways - use what they know about 5 to work out a hidden number - use their fingers and dice frames to represent numbers within 5 - use spatial language to describe their arrangements - use positional language to describe spatial arrangements of objects - visualise and describe doubles patterns up to '5 and 5' <p>White Rose - Visualise, build and map - create own maps from familiar places</p> <p>Inside Opportunity: Play hiding games using characters or objects from a familiar story or rhyme. For example: <i>I've got 5</i></p>	<p>Week 5 - Review and assess <i>(comparison)</i></p> <ul style="list-style-type: none"> - subitise quantities to 5 - say which set of up to 10 objects contains more than the other. - use their fingers to show 'more than' numbers to 10 - use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number. - subitise '1 more' amounts to 5 - order towers to 10 - recognising the '1 more' pattern of number. - use their fingers to show 'more than' numbers to 10 - explore the order and magnitude of numbers to 10 <p>White Rose - Visualise, build and map - create own maps and plans from story situations</p> <p>Inside Opportunity: Provide balance scales and a range of different objects to balance (e.g. cubes, toy cars, etc.). Which side of the scales has more/fewer</p>	<p>Week 6 - Review and assess <i>(number patterns)</i></p> <ul style="list-style-type: none"> - make and describe doubles arrangements on their fingers. - distribute collections of objects into equal and unequal groups - sort numbers to 10 according to whether each number is a double / is not a double. - make and describe doubles patterns on a rekenrek. - recognise an odd and an even number when arranged in a 'doubles' pattern <p>White Rose - Visualise, build and map - review visualise, build and map unit</p> <p>Inside Opportunity: Work as a group to decorate a butterfly <i>We need to have the same number of (e.g.) gems, counters, foam shapes, etc. on each side. How many have we got on each side? How many have we got</i></p>
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<p>to identify where the objects have fallen in groups of 2, 3 or 4</p> <p>Outside Opportunity: Use a large die to play a matching game. When the die is rolled, ask the children to say the number shown without counting. How do they know? Can they match the quantity on the die with a different representation (e.g. a number plate or dot card)? If you have a blank die or a small plain box you could make your own die with non-standard arrangements of dots.</p>	<p>amounts into their pots. <i>How many (e.g.) counters do you think you have in your pot? Shall we count them? How can we make sure that we count them all? Where shall we put them as we count them? How many (e.g.) counters do we have altogether?</i></p> <p>Provide number plates or flashcards to 10 and rekenreks in a play tray. Can the children use the rekenreks to push the amounts shown on the cards/number plates? <i>Do we need to count?</i></p> <p>Outside Opportunity: Encourage the children to build towers by balancing wooden/foam blocks. <i>How high can you build a tower with these blocks? How many blocks have you used?</i> [You could also provide opportunities to discuss which blocks are better placed at the bottom to build the tallest and most stable towers.</p>	<p><i>behind my back and snap some cubes off. Show the children the cubes that have been snapped off. How many cubes have I got left behind my back? How do you know?</i></p> <p>Outside Opportunity: Use a large hoop and 5 small beanbags for throwing practice. <i>How many beanbags landed in the hoop? How many did not? How many are there altogether?</i></p>	<p><i>frogs altogether. Close your eyes while I hide some. Now, open your eyes. How many frogs are still here? How many are hiding in the pool? How do you know? Can you show me on your fingers?</i> Encourage the children to describe what they notice. <i>(e.g. "5 frogs is made from 3 frogs and 2 frogs.")</i></p> <p>Outside Opportunity: Play games with 5 double-sided objects (e.g. counters or beanbags). Throw or drop the objects onto a play tray or into a hoop. <i>How many of 1 colour can you see? How many of the other colour can you see? Do you need to count? Can you show me on your fingers?</i></p>	<p>cubes? Can you tell by looking? Do you need to match them to check?</p> <p>Distribute rekenreks to the children and challenge them to push more/fewer beads than you, e.g. I'm going to push 2 beads. I'd like you to push more than me. How many have you pushed? Can you show me on your fingers that it's more than 2? Is it a lot more or just a little bit more? Can you push 1 more than me?</p> <p>Outside Opportunity: Roll a large 1-3 die and play track games outside. Use pre-painted tracks or draw your own with chalk and encourage the children to step, jump or hop along the tracks the number of times shown on the die. What's your starting number? How many more jumps do you need to make? How many more do you need to roll to get to (e.g.) 5?</p>	<p><i>altogether? How do you know?</i></p> <p>Outside Opportunity: Play games with 10 double-sided objects (e.g. counters or beanbags) by throwing or dropping the objects onto a play tray or into a hoop. <i>How many of 1 colour can you see? How many of the other colour are there? Do you need to count? I wonder if we can drop an equal number of each colour...</i></p>
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Supported and developed through:

- Daily 'Mastering Number' sessions
- The focused indoor or outdoor maths activity carefully linked to the direct teaching session or that builds on children's interests is now a 'must do' activity across the week
- Opportunities to explore mathematical concepts independently within Continuous Provision both in the Mathematical Area and in the wider environment
- Adult interactions within the Continuous Provision build on concepts explicitly taught in class and take account of each child's mathematical development

<p>Week 1</p> <ul style="list-style-type: none"> - long vowel sounds - CVCC CCVC <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Week 2</p> <ul style="list-style-type: none"> - long vowel sounds - CCVC CCCVC CCV CCVCC <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Week 3</p> <ul style="list-style-type: none"> - Phase 4 words ending -s /s/ - Phase 4 words ending -s /z/ - Phase 4 words ending -es - longer words <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Week 4</p> <ul style="list-style-type: none"> - root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Week 5</p> <ul style="list-style-type: none"> - Phase 4 words ending in: -s /s/, -s /z/, -es - longer words <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Week 6</p> <p>Assess and review week</p>
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Objectives:

- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Supported and developed through:

- Little Wandle phonics
- Reading with children; three directly taught sessions per week and within the Continuous Provision
- Review all tricky words thought so far
- Interventions for identified children
- Hitherfield Heroes read with children who need additional practice

English - Core text and Writing

<p>Week 1</p> 	<p>Week 2</p> 	<p>Week 3</p> 	<p>Week 4</p> 	<p>Week 5</p> 	<p>Week 6 & 7</p>  <p>Drawing Club</p> 
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Objectives:

- Write words and then short sentences with words with known sound-letter correspondences using a capital letter and a full stop
- Begin to use finger spaces, capital letters and full stop
- Re-read what they have written to check it makes sense
- Form lowercase and capital letters correctly

Supported and developed through:

- Weekly modelled writing session and writing challenge
- Drawing Club-enhanced reading and writing opportunities
- Weekly handwriting sessions
- Explicitly taught spelling through Little Wandle sessions
- Explicitly taught sentence writing through Little Wandle
- Adults modelling writing captions or labels for constructions
- Adults modelling writing within the continuous provision
- Adult will support letter formation using Little Wandle formation phrases

English - Comprehension

Additional Texts for Story Time



Objectives:

- Retell a simple story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words

Supported and developed through:

- Daily storytime in class ensure children are exposed to and have opportunity to talk about a range of high quality texts
- Display quality books in attractive book areas
- Join in with children during small world play, taking on different roles
- Focus this term on utilising the performance area to retell and perform familiar stories

Communication and Language

Objectives (Listening, Attention and Understanding):

- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen

Objectives (Speaking):

- Use talk to help work out problems and organise thinking and activities using stem sentences if necessary

<p>- Ask questions to find out more and to check they understand what has been said to them</p>	<p>- Describe events in some detail (events that have happened, are happening or will happen)</p>
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Supported and developed through Continuous Provision by:

- High quality interactions between adults and children are key
- Adults will watch and observe children and ensure progress through: *communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges*
- Small world opportunities enhanced where appropriate where appropriate according to children’s interests and topics

Adult directed activities:

- Continue daily story time, ensuring children are exposed to a range of text types
- **Learn a Poem of the half term - ‘ A Great Big Cuddle’ book by Michael Rosen**
- Show and tell and time with opportunities for other children to ask clarifying questions
- World of Work Week

Personal Social Emotional Development

<p>Objectives (Self-regulation):</p> <p>- Express their feelings and begin to consider the feelings of others, even when faced with a challenge</p>	<p>Objectives (Managing Self):</p> <p>- Develop resilience and perseverance in the face of challenge</p>	<p>Objectives (Building Relationships):</p> <p>- Build constructive and respectful relationships - Think about the perspective of others - Begin to develop relationships with Year 1 adults and children (through transition work and assemblies)</p>
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Supported and developed through Continuous Provision by:

- Adult modelling
- Encourage children to find resolutions and compromises by supporting discussion
- Supporting interactions within the provision

Adult directed activities:

- Supporting children to know that it is ok to feel nervous and excited about leaving and moving class
- Transition day in Year 1
- Weekly assemblies focussing on Zones of Regulation
- Question and answer session with current Year 1 children through assembly
- Playtime sessions in Year 1 space

Physical Development

<p>Fine Motor Objectives:</p> <p>- Develop their small motor skills so they can use a range of tools competently, safely and confidently</p> <ul style="list-style-type: none"> - Create drawings with detail - Use woodwork tools competently 	<p>Gross Motor Objectives:</p> <ul style="list-style-type: none"> - Combine different movements with ease and fluency <p>Taught PE session: <i>Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.</i></p> <ul style="list-style-type: none"> - to move beanbags and balls. - to move in different ways.
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	<ul style="list-style-type: none"> - to jump on, off and over. - to perform circle dances. - to use strength to hold shapes. - to work in a team.
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<p>Supported and developed through Continuous Provision by:</p> <ul style="list-style-type: none"> - Specific fine motor area utilised to develop cutting, threading, picking up and manipulating small objects - for identified children this is now a 'must do' activity daily - Opportunity to engage in the woodwork area, including use of a saw - Encourage children to draw freely and colour inside lines - Support with holding and using utensils whilst the children are eating lunch - Opportunities for children to put on and take off clothes including shoes and buttons <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Drawing Club through Core Text - Opportunity to engage in the woodwork area - Once weekly handwriting sessions beginning to develop pencil grip and posture for handwriting if children have appropriate shoulder strength and ability to rotate wrists - Children use appropriate pencils or use pencil grips if required - Following and creating patterns on a large and small scale 	<p>Supported and developed through Continuous Provision by:</p> <ul style="list-style-type: none"> - Continuous provision offers a range of opportunities for climbing, large scale building and construction, balancing, pushing and pulling, wheeled objects such as wheelbarrows, prams - Games area offers a range of opportunity to develop throwing and catching, ball skills, skipping, ribbon twirling and using hoops - Opportunity to play on large scale climbing equipment in the trim trail - Encourage children to take risks and talk to them about how to stay safe <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Weekly taught PE session
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Understanding the World

<p>Objectives: Past and Present:</p> <ul style="list-style-type: none"> - Comment on images of familiar situations from the past - e.g. old forms of transport - Compare and contrast characters from stories, including figures from the past - Ask simple questions about artefacts - Develop an understanding that things were different in the past and know things happened before they were born 	<p>Objectives: People, Culture and Communities:</p> <ul style="list-style-type: none"> - Draw information from a simple map - Draw a map of the immediate area or from a journey text - Identify key features of London. - To locate places using directional language to navigate - Recognise some similarities and differences between life in this country and life in other countries - Compare features and life in (use core text locations) to life in London - Use vocabulary relating to 'natural' and 'man made' 	<p>Objectives: The Natural World:</p> <p>Materials:</p> <ul style="list-style-type: none"> - Explore a range of materials, including natural materials - Make objects from different materials, including natural materials - Observe, measure and record how materials change when heated and cooled - Compare how materials change over time and in different conditions <p>Sound:</p> <ul style="list-style-type: none"> - Listen to sounds outside and identify the source - Make sounds - Seasonal changes: - Recognise and talk about the signs of Spring
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<p>Supported and developed in Continuous Provision by:</p> <ul style="list-style-type: none"> - Photos and maps of the school site in the past and now
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- Drawing a simple map of their school or Reception area - use for new Reception children
- Investigation station: objects and photos your parents or teachers used that you don't use now e.g tapes, videos, old phones etc - then utilise these in the role play area
- Discuss the significance and stories behind their names
- Share stories of the migration journeys that different families have taken
- Hair salon role play

Outdoor learning opportunities include:

- Trip to Dulwich Picture Gallery

Expressive Arts and Design

Creating With Materials:

Sculpture - City landmark

- Cut shapes using scissors and other modelling tools.
- Build a construction/sculpture using a variety of objects e.g. recycled, natural and manmade materials.
- Use appropriate language to describe colours, media, equipment and textures.

Cutting - woodwork:

- Use more complex cutting tools e.g. saw in woodwork while supervised

Being Imaginative and Expressive:

Singing Assembly: Revisiting songs and musical activities. Exposure to music from around the world. Listen to, learn and perform a song for the French assembly - 'J'aime Les Fruits'.

- **Listen attentively, move to and talk about music, expressing their feelings and responses.**
- **Watch and talk about dance and performance art, expressing their feelings and responses**
- **Explore and engage in music making, performing solo and in groups (utilise the stage area)**

Supported and developed through Continuous Provision by:

- Story bags provided for children to develop their own storylines
- Place for making props to support their own stories
- Provide material for costume creation
- Enhancements linked to themes and stories which are familiar
- Making and using puppets to tell stories
- Performance area established
- Weekly singing assemblies
- Children learn to use Seesaw to document the processes that children use to create their own work enabling them to recall and share what they did and what they enjoyed

Adults are aware of the stages of development in terms of art and design but might introduce children to:

- Cutting out a shape and sticking to a line
- Supervised use of more complex cutting tools within the woodwork area
- Joining surfaces using: stitching and staples
- Developing joining techniques such as tabs for glueing and hinges
- Creating textured paint using different techniques such as dabbing, strokes
- Printing patterns and exploring symmetry
- Exploring tone through colour mixing

Adult directed activities:

- Weekly singing assembly

- Ask children what nursery rhymes and songs they sing -learn a variety of nursery rhymes / songs from around the world
- Watch dance and performance art from across the world
- Encourage the children to use the stage area for performance

Computing Offer

Focus: Preparing children to access and use Seesaw independently, ready for Year 1

- Know that work they create belongs to them
- Name their work (put it in their own folder)
- Take a photograph using the camera
- Record a short film using the camera
- Watch films back
- Record their voice over a picture
- Scan a QR code
- Identify some simple personal information (name, address, birthday, age, location)
- Describe the people I can trust and can share this with; I can explain why I can trust them

French Offer

Objectives:

- Listen to and understand familiar spoken words/phrases - classroom commands
- Listen to, learn and perform a song for French assembly - 'J'aime Les Fruits'