

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>Mastering Number Wk 1 Review and assess - (Week 26) - subitising on a rekenrek</p> <p>Comparison The children will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other.</p> <p>White Rose: Give instructions to build</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 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</p>	<p>Mastering Number Review and assess - Counting</p> <p>Automatic recall The children will 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 doubles facts)</p> <p>White Rose: Explore mapping</p> <p>Inside Opportunity: Provide extra experience with the 'shaker pots' from Week 24. How many burnt 'sausages' can you see? How many are not burnt? What can you subitise without counting? Can you show me the amounts on your fingers?</p> <p>Place 5 or 6 small world toys in a play tray with areas marked to represent a pond, cave, barn, field, etc. How many farm</p>	<p>Mastering Number Review and assess - Composition</p> <p>White Rose: Represent maps with models</p> <p>Inside Opportunity: Show children maps of the school and the local area. Pick out key landmarks that they recognise and together make a map of the area around the school using small construction. Use mark-making on large paper to support this. What can you recognise on the map? Where have you positioned the school?</p> <p>Outside Opportunity: After reading stories such as The Secret Path by Nick Butterworth, provide children with pictures of different mazes for them to explore. Initially, encourage them to trace their finger through the maze. Then prompt children to use construction blocks to build their own</p>	<p>Mastering Number Review and assess - Comparison</p> <p>White Rose: Create own maps from familiar places</p> <p>Inside Opportunity: Begin by explaining your route to school from the car park or the school gates. Ask children what they pass on their way to school. Encourage children to draw a simple, linear map to show their home, their street, the school and some landmarks they pass on the way. What do they pass first, next and last?</p> <p>Outside Opportunity: Read stories with children, such as Pirates Love Underpants by Claire Freedman, that show illustrations of treasure maps. Discuss what a treasure map needs to include for others to be able to use it to find the treasure. Hide treasure in the outdoor area and</p>	<p>Mastering Number Review and assess - Patterns</p> <p>White Rose: Create own maps and plans from story situations</p> <p>Inside Opportunity: Read stories such as My Map Book by Sara Fanelli or The Once upon a Time Map Book by B.G. Hennessy to explore more complex maps. Encourage children to create their own maps in the same style as the maps in the books. Can children explain their stories in their maps? Have they used any specific landmarks or characters?</p> <p>Outside Opportunity: Read stories such as What the Ladybird Heard by Julia Donaldson. Access the small-world area with children and make the farm resources available. Encourage children to design a similar scene to that in the story and make their own map of a</p>	<p>Mastering Number Review and assess - Recall</p> <p>White Rose: Review visualise, build and map unit</p> <p>Inside Opportunity: On the carpet, provide a large piece of paper in the shape of the classroom with the doors and windows already marked on the paper. Show children a range of photographs that show the different areas of the classroom. Explain that we are going to make a map of our classroom using the large piece of paper and the photographs. Encourage children to identify the areas on each of the pictures and discuss where they think they need to be positioned on the paper map.</p> <p>Outside Opportunity: Explore maps from a range of landscapes. Encourage children to recreate scenes using small-world and</p>

<p>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>animals are in the cave? How many are in the field? Are there still 5/6 altogether? Ensure that all the toys are visible somewhere in the play tray.</p> <p>Outside Opportunity: Play a game of skittles using 10 skittles or plastic bottles partially filled with sand. How many have you knocked over? How many are left standing? Are there still 10 altogether?</p>	<p>mazes. Children can ask a partner to use a smallworld character or animal to try to find the way out of the maze.</p>	<p>create a treasure map for children. Encourage them to discuss which area each part of the map is showing and then follow the map to find 'X marks the spot'. Encourage children to make their own treasure maps for other children to follow.</p>	<p>farmyard, showing the journey that the characters make.</p>	<p>construction resources. For example, make a park or farm scene.</p>
--	--	--	--	--	--

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

English - Phonics and word reading

Week 1	Week 2	Week 3	Week 4	Week 5	Assessment Week
<p>Phase 4: long vowel sounds CVCC CCVC</p> <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Phase 4: long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Phase 4: Phase 4 words ending –s /s/ Phase 4 words ending –z /z/ Phase 4 words ending –es longer words</p> <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Phase 4: root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Phase 4: Phase 4 words ending in: –s /s/, –s /z/, –es longer words</p> <p>Tricky words: Review all taught so far Secure spelling</p>	

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

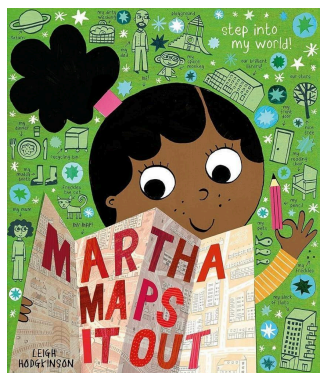
English - Core text and Writing

Week 1

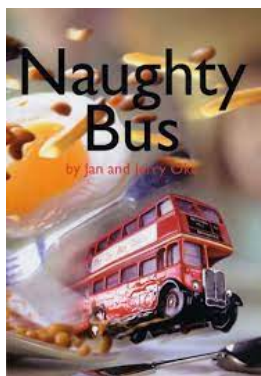
World of Work Week



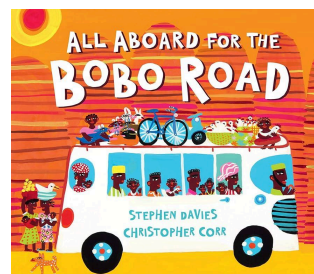
Week 2



Week 3



Week 4



Week 5



Week 6

Drawing Club



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**
- Ask questions to find out more and to check they understand what has been said to them**

Objectives (Speaking):

- Use talk to help work out problems and organise thinking and activities** using stem sentences if necessary
- Describe events in some detail** (events that have happened, are happening or will happen)

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

Objectives (Self-regulation):

- Express their feelings and begin to consider the**

Objectives (Managing Self):

- Develop resilience and perseverance in the face of**

Objectives (Building Relationships):

- Build constructive and respectful relationships**

feelings of others , even when faced with a challenge	challenge	- Think about the perspective of others - Begin to develop relationships with Year 1 adults and children (through transition work and assemblies)
<p>Supported and developed through Continuous Provision by:</p> <ul style="list-style-type: none"> - Adult modelling - Encourage children to find resolutions and compromises by supporting discussion - Supporting interactions within the provision <p>Adult directed activities:</p> <ul style="list-style-type: none"> - Supporting children to know that it is ok to feel nervous and excited about leaving and moving class - Transition day in Year 1 - 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 - Gymnastics - Jumping Jacks and Rock n' Roll</p> <ul style="list-style-type: none"> - Develop the ability to jump in a range of ways from one space to another - Control the body when jumping and balancing - Create a sequence using a jump and a balance - Develop the ability to roll in a range of ways - Control the body when rolling in a range of ways - Perform a sequence with confidence and control 	

<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	
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 e.g. introducing famous explorers- 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
<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- 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- Looking at objects that belong/ed to relatives, e.g. mum’s favourite book etc, jewellery- 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 Crystal Palace Park
- Trip to Hyde Park - 'Tales from the Shed' show

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, a context for the History of Music and the beginnings of the Language of Music

- **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 - possibly 'J'aime Les Fruits'