

Foundation Stage Medium Term Plan – Reception Term: Summer 2 Topic: Animals

Personal, Social and Emotional Development	Communication and Language Development	Literacy Development	Mathematics Development	Physical Development	Express Arts and Design	Understanding of the world
<p>to use a range of vocabulary to describe how they feel when they are happy, sad or angry (upset, cross, glad, cheerful etc)</p> <p>to negotiate with others and compromise to solve problems to work alongside a range of children to select resources, develop an idea, and work together as a ‘team’</p> <p>to ask for help and give help to others during challenging experiences to investigate the concept of fairness and feelings associated with unfair situations.</p> <p>to explore some of the feelings that are associated with being left and losing something we care about.</p> <p>to begin to understand about things that are alive and dead to consider the ways they have changed since starting in Reception and in particular how their social, emotional and behavioural skills have developed.</p> <p>to make the link between feelings and behaviour</p> <p>to explore their own and other peoples different feelings in different</p>	<p>Practitioners modelling speaking and listening (expressive and receptive language)</p> <p>Practitioners should encourage children to develop narratives in their play, using words such as: <i>first, last, next, before, after, all, most, some, each, every.</i></p> <p>Value children’s contributions and use them to inform and shape the direction of discussions</p> <p>Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together</p> <p>Use stories from books to focus children’s attention on predictions and explanations</p> <p>When reading, help children to identify patterns, draw conclusions, explain effect, predict and speculate about the story and the characters</p> <p>Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character</p> <p>Support children to speak clearly and audibly with confidence and control and showing</p>	<p>Writing Process</p> <p>Children will have opportunities.....</p> <p>~ to use writing to communicate thinking in relation to thoughts, ideas, experiences, explanations, descriptions, questioning, predictions and anticipations</p> <p>~ to use talk to:</p> <ul style="list-style-type: none"> - generate ideas prior to writing - structure ideas through logical sequencing - begin to show an awareness and some understanding of openings, action, endings (e.g. using story language, such as story starts – “Once upon a time...”), developing these when setting the scene for the story <p>~ to think about and discuss what they intend to write, ahead of writing it</p> <p>~ to experiment with writing and recognise how their own version matches and differs from the conventional version e.g. through teacher response and transcription</p> <p>~ to make phonetically plausible attempts when spelling more complex</p>	<p>Number</p> <p>given numbers</p> <ul style="list-style-type: none"> - Understand that, as you count on, the quantity represented by the number becomes larger, and becomes smaller when counting back - Compare sets of objects up to 20 and beyond, identifying more/less - Select 2 groups of objects to make a given total up to and beyond 10 - Work with and use number bonds to 10 - Explore number stories beyond 10 (e.g story of 12, up to 15) - Derive addition and subtraction facts in context and begin to learn by heart key facts, such as pairs that total 10, by recognising the pattern in the pairs – 1, 9; 2, 8; 3, 7... - Remove a smaller number from a larger and find out how many are left, counting back from the larger number - Count back from a fixed number when taking away - Work out by counting how many more are needed to make a larger number - Count on from a fixed number when combining 2 groups of objects 	<p>Moving and Handling</p> <p>Move with confidence, imagination and safety</p> <p>Develop control and co-ordinate movements by practicing large muscle co-ordination (skip, gallop) by:</p> <p>Using a range of muscle co-ordination skills during group/team games and activities e.g. to throw over-arm, under-arm, hit a ball with a 2 handed strike etc</p> <p>Experiencing a range of ‘turning’ activities – spin, rolls, turn over a bar etc</p> <p>Jumping over an object of a given height /across a given length</p> <p>Recognising and describing some body actions and the expressive / dynamic qualities of movement.(such as floppy, tense, reach, pause, floating, charging, etc)</p> <p>Moving to a beat</p> <p>Demonstrating an ability to consistently use a range of more complex movements (hop, skip, use a skipping rope, peddle a trike, or skips on alternate feet)</p> <p>Being set and setting themselves a range of physical challenges</p> <p>Jumping and landing safely from a variety of</p>	<p>Media and Materials</p> <p>Provide design and make activities indoors and out, on both small and large scales, using a range of media and materials.</p> <p>Support children to apply their knowledge of what they can do with different media, and what happens when they put different things together, when designing and making.</p> <p>Encourage children to plan how best to assemble and join materials, selecting appropriate resources and tools.</p> <p>Offer opportunities for children to select and use tools safely and purposefully across the provision, and where a range of tools may be needed in order to complete a single task.</p> <p>Discuss with children the purpose of the ‘make’ and possible solutions before construction. Make suggestions and ask questions about what is possible, e.g. ‘I wonder what would happen if...Can you think of another way of doing it...Would you show me how it works?’</p> <p>Support children to review and adapt the ‘make’ ongoing in order</p>	<p>Begin to explore transition events (YR/Y1), discuss and raise questions.</p> <p>Discussions/talking to visitors, making visits such as Chinese supermarkets, local church, elders lunch club and Greek café.</p> <p>Questioning adults, each other and themselves</p> <p>Looking at books, using CD ROMS, audio and visual reference material, pictures, photographs, maps, artefacts and persona dolls and talking about these.</p> <p>Know the seasons of the year and use some key features to compare and contrast past, present and future.</p> <p>Know the sequence of the months of the year and link these to a range of events, activities and experiences in the past, present and future (e.g. We will be going into Year 1 in September).</p> <p>Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing</p> <p>The World</p> <p>Observe and discuss different habitats and why animals live and exist where they do –</p>

<p>situations – and explore why to predict how unexpected changes might make them feel. to develop some basic strategies for self-management. to learn that some things stay the same in the face of change, and that uncomfortable feelings don't last forever. to develop empathy and support others. to understand how emotions may cause people to behave in different ways e.g. they are cross so they hit out to act by changing their situation to help make themselves feel better to recount how an environmental change has affected the setting (NB social, emotional and behavioural implications) to predict how changes in Y1 might make them feel</p>	<p>awareness of the listener, for example by their use of conventions such as “please” or “thank you” Encourage using strategies such as questions and prompts to both expand the conversation and draw information from others Provide opportunities to be aware of more complex humour and laughs at jokes Give children experience which enable them to plan construction and make believe play activities Plan tasks which encourage them to think about and express thoughts, feelings, mood and ideas, extending understanding in relation to self, environment and others by reflecting, evaluating, analysing and offering solutions Support children to use talk with increased confidence and expression for a range of purposes and audiences in order to ask and answer questions appropriately give 2/3 part instructions take part in interactive discussions with adults/peers in small and large groups retell stories and events recount experiences, story structures, ideas (e.g. actions, reactions, consequences) discuss cause and effect explain predict project reason</p>	<p>words ~ to form recognisable letters using the correct sequence of movement ~ to confidently control the sequence of movements and size of letter formation ~ to write letters using the correct sequence of movements ~ to write grammatically accurate simple sentences confidently ~ to self correct using a range of strategies such as re-reading, marking spellings they are unsure of, reading out loud, checking word banks..... ~ to recognise the critical features of words e.g. shape, length and some common spelling patterns ~ to spell words with increasing accuracy ~ to write sentences to match pictures or sequences of pictures ~ to write events/ ideas in a logical sequence ~ to understand that a sentence conveys a chunk of meaning, and that a line of writing is not necessarily a complete sentence. ~ to write/mark make confidently for a variety of purposes and audiences in relation to learning themes, events, purposes (e.g. postcards, tickets, lists, letters, cards, record experiences, personal recounts, retell familiar stories, rhymes, poems, plays, write simple</p>	<p>- Find one/2 more or one/2 fewer by counting on or back - Become familiar with language such as: <i>altogether, more than, fewer than, less, add, in total, sum of, take away, subtract, left, how many?</i> - Count repeated groups of the same size and add them together – early multiplication - Recognise and use appropriate notation in addition and subtraction number sentences, accurately interpreting the symbols +, – and = ~ Apply all of the above aspects when using money See <i>Numbers and Patterns link (CS: Phase 5)</i> <i>Numbers and Patterns link (NWN: Phase 5)</i> <u>Problem Solving</u> - Solve simple problems and puzzles in everyday activities, with numbers to 20 involving addition and subtraction - Begin to draw on known addition and subtraction facts to work out a calculation - Decide how to represent a problem in their own way <u>Shape, Space and Measures</u> - Name and discuss 3D and 2D shapes and use to make more complex models, pictures and patterns, in relation to experiences and activities. -Describe and discuss shapes and pattern using increasing</p>	<p>starting positions to various finishing positions -2-2, 1-1 foot Throwing, catching, aiming, hitting, kicking controlling, etc, small equipment with increasing skill and control from a stationary position and whilst moving Knowing how to move expressively and clearly Demonstrate an awareness of others in the space and use the space available Demonstrate an understanding of how to use space and apparatus safely Know how to start and finish movement phrases. Begin to link movement together in short phrases e.g. can copy and repeat simple actions Combine movements using various parts of their body e.g. repeat and remember 2 movements Create simple movement sequences Be able to work independently, with a partner, and in various sized groups Be able to describe the basic rules of a game Be able to describe and comment on their own actions and that of their peers -notice similarities and differences, likes and areas for development... Observe, describe and copy what others have done Demonstrate an ability to follow instructions, stop, and start</p>	<p>to fulfil their chosen purpose. <u>Being imaginative</u> Plan experiences, opportunities and the environment to support children's ability to discover, explore and express their creativity. Allow sufficient time for children to explore, develop ideas and finish working at their ideas Provide opportunities to work alongside artists and other creative adults Accommodate children's specific religious or cultural beliefs relating to particular forms of art or methods of representation Use a wide variety of pictures, paintings, poems, music, dance and story to extend children's experience and expand their imagination Show how paintings and pictures and music and dance can express different ideas, thoughts and feelings Introduce and model new vocabulary to enable children to talk about their experiences and feelings and describe their actions in art and design, music, dance, imaginative and role play and stories. Provide a range of materials, open ended equipment, imaginative and role play, movement, designing and making and a variety of songs and musical instruments Encourage children to appreciate and respond to a performance and</p>	<p>food chain, camouflage, co-existence, dependency – role of bee's, butterflies etc. Explore animals that are extinct e.g. dinosaurs, how do we know they were alive – fossils etc Understand and describe features of the natural environment through the seaside, sea, sand and rocks, using simple maps, photographs, discussion, video, newspapers, CD ROM, expressing likes and dislikes Explore different seaside materials - sand, shells, rocks etc and classify by a range of criteria, giving/offering own choice Recognise similarities and differences between animals and creatures above and below sea level. Identify similarities and differences between 2 areas (seaside and town) through story, maps, experiences, photographs, etc. Understand and talk about seasonal weather change (spring/summer) <u>Technology</u> Children will have opportunities to ~ Use typing to record for a range of genres. <i>Can you type some text to go with a picture?</i> Word processing package such as: Word (using a table), Textease (creating locked text boxes to use), 2Publish (1 page with 4</p>
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	<p>report argue talk about personal requirements social talk daily routine experiences: recount/ describe/ predict/ explain/ discuss/ talk about play/reason activities: plan, do and review reflect and refine evaluate discuss consequences book talk writer talk story-telling and story-making: imitate, innovate, invent word and language games role-play and drama : use voice to demonstrate character/ feeling etc perform simple stories/recounts etc (act out/ puppets/ small world 'stories' / plays/ in costumes/ masks...) circle time discussions reflection and enquiry, review (SEAL) Use time in lessons to ask questions such as "what information do you have? What do you need to find out or do? What equipment will you need? Can you explain what you've done so far? What else is there to do? What did you notice when...? What could you try next? What have you learned or found out? What could you do differently? Engage with children to talk confidently in order to convey thinking in response to a range of literature, expressing thoughts, feelings,</p>	<p>narratives and recounts, labels, captions, to ask and record questions, make and label maps etc) in order to: Show increased confidence when writing, thinking about purpose, audience and organisation Use environmental print to spell/ enhance writing Discuss purpose, organisation and audience through focused discussion to extend the range of unfamiliar language structures, form and vocabulary Use ICT as a stimulus for writing – for example using photographs and power point presentation/ 2simple software for comic strips ~ to use experiences of stories, poems and simple recounts as a basis for independent writing e.g. re-telling, substitution, extension and through shared composition with adults. ~ to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters ~ to use appropriate vocabulary for a genre including some descriptive words, connectives, etc</p> <p><u>Reading</u> Children will have opportunities..... ~ to use some strategies</p>	<p>mathematical vocabulary - Use complex instructions for programmable toys - Use language to describe position, direction and movement in PE and other activities, as well as maths - Instruct others in terms of position, direction and movement - Use everyday words to describe position -Talk about, recognise and make patterns observed in home/school/immediate community/wider community) - Talk about, recognise and recreate simple patterns - Talk about own personal time line in relation to familiar events in own life. - Begin to read clock in relation to familiar events.</p>	<p>accurately Mark out boundaries for some activities so that children can easily regulate their own activities Use a wide range of tools safely and with increased accuracy .e.g. scissors, baking / woodwork tools, knife / fork / spoon, needle, clay tools, etc Use muscles for self help skills (zip, buckle, buttons)</p> <p><u>Health and Self Care</u></p> <p>Know and name the main body parts and talk about ways to keep our whole body healthy e.g. 'the clean gang', Know and can talk about environmental health and safety through seasonal change and its impact on our bodies and those of others (e.g. safety in the sun, difficulty sleeping on a warm summers evening, effects of pollen, control body temperature – hydration/dehydration, shade, etc.) Recognise the changes in our bodies after exercise – breathe faster, heart beats faster, out of breath, flushed, etc Understand how to exercise safely and practice appropriate safety measures without prompting. Begin to record touch, smell, taste, sound, sight activities in a variety of ways (tally, draw etc.)</p>	<p>discuss how themselves and others have represented an experience or ideas in a range of media</p>	<p>pictures and text boxes or a 4 page leaflet), 2Publish+ (using any of the templates that allow multiple pictures – the text will change size to fit the box) printer bank of themed photographs ~ Revisit work to edit for publication then print work to make a group book and compare it to a hand written one. ~ Use both hands when typing and find the "home keys" F and J and start any typing by placing their index fingers on these even if they end up "pecking" with one hand. ~ Set up a DIY/Argos/B&Q type shop so children can select and sell technology and expect children to describe how things work and what things do (NB ELG purpose of technology ~ observation)</p>
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	<p>mood, ideas: combine fantasy or reality when describing or retelling stories understanding and developing humour in jokes, riddles and nonsense rhymes use talk to generate and order ideas, structuring ideas through logical sequencing, in order to secure understanding of story frameworks, discussing how stories are built up and concluded demonstrate confidence to transfer understanding of story to different versions and analyse Give children opportunities to listen to a range of songs, rhymes, nonsense rhymes, poems, chants, non-fiction, responding by: Listening to and repeating sounds and words Listening to and recalling/retelling simple stories Recalling 3-5 facts relating to the learning theme Recalling complex stories Listening to and identifying word families, rhymes and sequences of words Listening and recalling information, instructions, plans Plan times to listen and take turns in class/group discussions – contribute and respond to what has gone before Encourage children to become increasingly</p>	<p>to read simple texts independently ~ to retell stories using some detail and picture cues ~ to use a variety of cues when reading: phonic knowledge, knowledge of the story and its context, and awareness of how it should make sense grammatically ~ to predict, anticipate, re-read and recite, what they think the story, rhyme or poem is about, offer alternative endings, and compare plots with own personal experiences ~ to talk confidently about what they have read, characters in stories, sequencing events logically using story openings, actions and endings ~ to infer and deduce information at a basic level ~ to notice the difference between spoken and written forms through re-telling known stories, to compare told versions with what the book says ~ to be aware of story structures e.g. actions/reactions, consequences, and the ways that stories are built up and concluded ~ to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns ~ to talk about favourite books they read out of school ~ to name a favourite author, read and talk</p>		<p>Be aware of those people who can help us keep safe and healthy. Continue to raise the children's awareness of things that are only safe for adults to use in certain circumstances – matches, medicines, ovens, glass, knives, electricity. Identify potential risks.</p>		
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	<p>reflective, able to listen and respond by transferring knowledge of the immediate and beyond to activities/experiences</p> <p>Give children the opportunity to listen and respond with own ideas, thoughts, feelings and plans</p> <p>Encourage children to take turns in group discussions, games, listening to peers/adults</p> <p>Expect children to listen with increased attention and concentration</p> <p>Support listening and taking turns in group discussions, games, etc</p> <p>Plan experiences where children can become increasingly reflective, transferring and applying learning theme, knowledge and specific vocabulary across a range of contexts</p>	<p>about some of his or her books</p> <p>~ to talk about aspects of text they like/ dislike</p> <p>~ to identify and discuss simple features of text an author uses – bold, writing forms patterns, poems rhyme, font changes, etc</p> <p>~ to use information texts to find answers to simple questions in relation to the learning theme (where, who, why, how)</p> <p>~ to show an awareness of alphabetical order through books and simple dictionaries</p> <p>~ to know the order of the alphabet and demonstrate this through a variety of playful activities</p> <p>~ to read more complex words making phonetically plausible attempts when reading more complex words, drawing on phonetic knowledge of the 44 phonemes</p> <p>~ to read CVC words and longer CCVC and CVCC</p> <p>~ to use a growing range of vocabulary in relation to their interests, learning theme, reading scheme and Letters and Sounds high frequency Tricky Words, using developing phonic and graphic knowledge</p> <p>~ to make collections of words of personal interest or significant words and those linked to particular topics</p>				
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