



Antarctica Class – Reception

2023-2024  
 Medium Term Plan – Summer 2  
 Once upon a time [Traditional Tales]

Development Matters 2024 Links:

	3 & 4 Year olds	Reception
Communication &	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use a wider range of vocabulary.</li> </ul> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Learn new vocabulary.</li> <li>• Connect one idea or action to another using a range of connectives.</li> </ul> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>
PSED	<ul style="list-style-type: none"> <li>* Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> </ul> <p>Begin to understand how others might be feeling.</p>	<ul style="list-style-type: none"> <li>* Express their feelings and consider the feelings of others.</li> <li>• Think about the perspectives of others.</li> </ul>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical</p>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> </ul> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>* Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy</p>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print:             <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- the names of the different parts of a book</li> <li>- print can have different purposes</li> <li>- page sequencing</li> <li>- we read English text from left to right and from top to bottom</li> </ul> </li> <li>* Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.             <ul style="list-style-type: none"> <li>• Write some letters accurately.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</p>	<ul style="list-style-type: none"> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare numbers.</li> <li>• Subitise</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–10.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">UtW</p>	<p>Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice.</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• understand the effect of changing seasons on the natural world around them.</li> </ul>



<p>EAD</p>	<ul style="list-style-type: none"><li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li></ul> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <ul style="list-style-type: none"><li>• Explore colour and colour-mixing.</li><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li><li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li><li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li></ul>	<ul style="list-style-type: none"><li>* Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li><li>• Develop storylines in their pretend play.</li></ul>
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Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
W/C	3/6/24	10/6/24	17/6/24	24/6/24	1/7/24	8/7/24	15/7/24
Focus Text	The gingerbread man	The gingerbread man	The gingerbread man	The Three Billy Goats Gruff	The Three Billy Goats Gruff	The Three Billy Goats Gruff	<i>Child's interest and choice focus</i>
Special Events	Food safety week 8 <sup>th</sup> – world ocean day	12-18 <sup>th</sup> world diabetes week 16 <sup>th</sup> Fathers Day	18-24 <sup>th</sup> recycle awareness week	Deafblind awareness week			Transition days
Phonics	RWI Set 1 & 2 consolidation and recap. Introduction of Set 3 sounds. Focus on holding a sentence and sentence writing.						
Communication and Language	Learn New vocabulary  Listen to and talk about stories.	Listen to and talk about stories  Retell the story,	Taking it in turns to speak and listen. Understand how to listen carefully and why. Retell the story, Articulate and form sentences.	Learn New vocabulary  Listen to and talk about stories.	Describe events in detail.  Retell the story.	Taking it in turns to speak and listen. Understand how to listen carefully and why.	Actions for change. Introduce signs for key concepts. Innovation – oral.
Physical Development	Funky fingers station: cheerios on spaghetti to match the number shown. Cutting on the zig zags  Dough Disco  PE with CG	Funky fingers station: Threading buttons on to pipecleaners Tweezers to sort sequins and beads.  Dough Disco  PE with CG	Funky fingers station: lolly pop sticks with numbers; add the correct number of pegs.  Marble in a numicon piece.  Dough Disco  PE with CG	Funky fingers station: feed the monster (tennis ball)  Dough Disco  PE with CG	Funky fingers station: Cutting skills.  Dough Disco  PE with CG	Peg and pom pom painting  Dough Disco  PE with CG	Cutting with precision tuff tray.  Dough Disco  PE with CG

# Thomas Bullock Church of England CE Primary & Nursery Academy



<b>Literacy (R&amp;W)</b>	T4W phase 1 – familiarisation of text. Imitation Learn the text. role play. oral rehearsal. Story map and actions. Role of the wall.	T4W phase 2 – Innovations/ changes.  Descriptions	T4W – Invention. Rewrite own versions of the text. Oral then written.  Complete text.	T4W phase 1 – familiarisation of text. Imitation  Character description	T4W phase 2 – Innovations/ changes.	T4W – Invention. Rewrite own versions of the text.	Letter to my new teacher – full sentences. Likes and dislikes.
<b>Maths</b>	WRM First then now – adding more	WRM First then now – taking away	WRM First then now – spatial reasoning. Making new shapes with 2 right angle triangles. Making new shapes with squares. Match outline/ shape pattern blocks.	WRM Find my pattern consolidation – Sharing & grouping.	WRM Find my pattern consolidation – Deepening understanding problem solving	Consolidation and next step	Consolidation and next step
<b>Topic</b> <i>PSED, UtW, EAD,</i>	RE: What do my senses tell me about the world around me?  PSED: manage own needs. Make positive relationships.  EAD: noticing seasonal changes. Printing and weaving.	RE: how does celebration bring a community together?  PSED: express the feelings of others  EAD: art in nature	EAD: clay models and sculptures EAD: baking gingerbread	Utw: explore the natural world.	PSED: think about the feelings of others.		
<b>Outdoor Learning Focus</b>	Building small world fairytale scene with natural resources	Natural shapes	Comparing size Using senses to describe.	Clay Faces	Maintaining flowerbeds	Nature wreaths	

Handwriting following Nelson programme daily. Number fun daily; rapid recall, orally reciting to 20, number formation, 2D shapes.