

# Reception Medium Term Plan-Summer 2 - Marvellous Me

Monday 3rd June 2024 - Friday 19th July 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7 Activity week 10th July
<p><b>PSHE</b> <b>1 Decision</b></p> <p><b>PSED</b></p>	<b>Thrive Activities</b>		<b>Change and Transitions</b>			<b>Thrive Activities</b>
			<p>Green in moving up a year Orange moves house Yellow wants to play with Orange</p> <p>Managing new experiences Managing changes at home</p>			
<p><b>Literacy</b></p> <p><b>Communication and Language</b></p>	<p><b>Izzy Gizmo</b></p> <ul style="list-style-type: none"> <li>To use new words</li> <li>To talk in a small group</li> <li>To sing with my friends</li> <li>To retell part of a story</li> </ul>	<p><b>Izzy Gizmo</b></p> <ul style="list-style-type: none"> <li>To sing with my friends</li> <li>To retell part of a story</li> <li>To use the past tense to talk about what has happened</li> </ul>	<p><b>Izzy Gizmo</b></p> <ul style="list-style-type: none"> <li>To talk about what I think might happen in a story</li> <li>To retell part of a story</li> </ul>	<p><b>Izzy Gizmo</b></p> <ul style="list-style-type: none"> <li>I can talk about a topic and listen to others' ideas</li> <li>I can talk about something I have made and how I have made it</li> </ul>	<p><b>Izzy Gizmo</b></p> <ul style="list-style-type: none"> <li>To talk about something I have made and how I made it</li> <li>Learn new vocabulary</li> <li>Use new vocabulary through the day</li> </ul>	
	<b>To be used as stories across the half term</b>					
	So Much Oi! Frog!					
<b>Reading</b>	<ul style="list-style-type: none"> <li>To read own sentences</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>To use phonics to help me read</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate understanding when talking with others about what they have read</li> </ul>	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense</li> <li>I can use phonics to help me read</li> </ul>	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense</li> <li>Read a few common exception words matched to the schools phonics programme</li> </ul>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>To write simple labels</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Form lowercase and capital letters correctly</li> <li>I can write command sentences</li> </ul>	<ul style="list-style-type: none"> <li>To use phonic knowledge to write words in ways which match their spoken sounds</li> <li>To spell words by identifying the sound and then writing the sound with letter/letters</li> <li>To write sentences</li> <li>To write a letter</li> </ul>	<ul style="list-style-type: none"> <li>To spell words by identifying the sound and then writing the sound with letter/letters</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>To use phonic knowledge to write words in ways which match their spoken sounds</li> </ul>	<ul style="list-style-type: none"> <li>To spell words by identifying the sound and then writing the sound with letter/letters</li> <li>To use phonic knowledge to write words in ways which match their spoken sounds</li> </ul>	<ul style="list-style-type: none"> <li>To use phonics to help me spell words</li> <li>To write labels</li> <li>To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	

<b>Maths</b> <b>White Rose Maths</b>	Find my pattern			On the move		
	Doubles Doubling Double Dice game Double Barrier Game Double Dominoes	Sharing Picnic Sharing More people! Grouping (1) Grouping (2)	Even and Odd One Odd Day Even and Odd (2) Match – Barrier Game How Many Cubes	Harry and his bucketful of dinosaurs – adding and subtracting Mr Gumpy’s Outing – Composition of number How many Legs? Problem solving Making Boats - Problem solving, how many marbles can the boat hold? Building Bridges – Which bridge is the longest?	Cuisenaire Rods – Comparing lengths Cuisenaire Rods – Staircase Bean bag game – Composition of number and number bonds Patterns Patterns	Making maps Journey to school Obstacle course X marks the spot Designing mazes
<b>Expressive Arts and Design</b>  <b>Role play</b>  <b>Using media</b>	<b>Role play – Family house</b>					
	Develop storylines in their pretend play Return to and build upon their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills					
	Creating – Junk modelling building a family home.	Creating – Paintbrush skills. painting our animals at home. What makes a good pet?	Creating – Playdough faces.	Creating – using fabric to design a home.	Creating – Clay people	Creating – Scissor skills. Paper chain families
Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build upon their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills						
<b>Music</b> <b>Charanga</b> <b>‘Reflect, Rewind and Replay’</b>	Listen and Appraise  Continue to embed the foundations of the interrelated dimensions of music using voices and instruments  Sing and revisit nursery rhymes and action songs  Play instruments within the song  Improvisation using voices and instruments  Riff-based composition  Share and perform the learning that has taken place					
<b>Understanding the World</b>	<b>Who lives in my house</b> Talk about members of their immediate family and community	<b>Changes in the environment</b> Understand the effect of changing seasons on the natural world around them	<b>Who are my family - extended</b> Name and describe people who are familiar to them. Talk about members of their immediate family and community	<b>How I have changed -what skills do I now have</b> See themselves as a valuable individual.	<b>People that are important to me</b> Name and describe people who are familiar to them. Talk about members of their immediate family and community	<b>Maps that include places that are special to me</b> Draw information from a simple map. Understand that some places are special to members of their community.

<b>RE</b> <b>How can we help others when they need it?</b>	I can remember how the traveller in the Good Samaritan story was saved or rescued	I can recognise some images of a Christian praying and identify this as part of their religion	I can recognise the important Christian parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem	I can talk about things that happened when I needed help, or how I helped someone	I can talk about something interesting in a story where someone needed help	I can talk about someone who is special because they help me when I need help
<b>Gross motor skills</b>	To create short sequences using shapes, balances and travelling actions.	To develop balancing and safely using apparatus.	To develop jumping and landing safely from a height.	To develop rocking and rolling.	To create sequences	To explore travelling around, over and through
<b>PE</b> <b>Get set 4 PE Games Unit 2</b>	To aim when throwing and practise keeping score.	To follow instructions and move safely when play tagging games.	To learn to play against a partner.	To develop coordination and play by the rules.	To explore striking a ball and keeping score.	To work cooperatively as a team.
<b>Fine motor skills</b>	Drawing skills (self portrait)	Tweezers (spaghetti hair)	Playdough (face templates to create features)	Paintbrush skills (cardboard body parts to paint and form one whole person)	Scissor Skills (Cutting wool - stick to	Threading (needle and thread around face template)
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently					