

Reception Medium Term Planning

Summer 2 – On the Beach & Moving On

On the Beach & Moving On							
Week beginning	Week 1 – 01/06	Week 2 – 08/06	Week 3 – 15/06	Week 4 – 22/06	Week 5 – 29/06	Week 6 – 06/07	Week 7 – 13/07
	In the On the Beach project, learn about life at a beach and animals that live in rock pools and on the seashore. They will explore days out at the beach and compare their experiences with beach holidays in the past. They will learn about the animals that live in the sea and find out about worldwide seas and oceans. They will explore the importance of looking after the environment to keep living things safe. They will learn about pirates who've sailed the seven seas and visited treasure islands, using their imaginations to come up with their own pirate characters and creations. Supporting your child at home - Go for a day out at the beach, and investigate a rock pool. - Look at pictures of family days out at the beach and talk about the activities you enjoy. - Use Google Earth to look at images of seas and oceans around the world. - Visit the library and enjoy sharing beach and pirate stories or information books to find out fascinating facts.						
Focus	At the beach	At the beach	Pirates	Pirates	Pirates	Moving On	Moving On
C&L	<u>Listening, Attention and Understanding</u> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Time to share! Show and tell with models and when reflecting on learning and experiences during CP. Read aloud books to the children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, e.g. transport through time and different places around the world. Encourage children to share reflections on similarities and differences. Model using features of non-fiction books.						
C&L	DAILY SONG TIME Sparkyard: Come with me to the beach https://app.sparkyard.com/song/1170 Engage - Beach shop	DAILY SONG TIME Sparkyard: Fun at the Seaside https://app.sparkyard.com/song/205	DAILY SONG TIME Sparkyard: We're Going to Find the Octopus https://app.sparkyard.com/song/1107 Develop 2 - Who lives in the Ocean. <i>A first book of the Sea</i>	DAILY SONG TIME Sparkyard: Pirate Treasure https://app.sparkyard.com/song/1199 Develop 3- Captain's orders	DAILY SONG TIME Sparkyard: Hey Mr Pirate https://app.sparkyard.com/song/1102 Innovate - Step 6	DAILY SONG TIME Sparkyard: So Happy https://app.sparkyard.com/song/706 Moving on Develop - Memories	DAILY SONG TIME Sparkyard: Give Yourself a Clap https://app.sparkyard.com/songbook/128 Moving on - Develop - We all fit together
C&L Continuous Provision enhancements		EP - Stone stacks	EP - Shh Listen!	EP - Old Jack's Boat	EP - What's inside? EP - Down the harbour		

PSED	<u>Self-Regulation (ELGs)</u> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self (ELGs)</u> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships (ELGs)</u> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.						
	Reinforcement of clear expectations with all of the children with our resources inside and outside.	My Happy Mind – Meet Your Brain Lesson 1 Working and playing together following own interests amongst continuous provision and enhancements.	Working together to construct and build on a grand scale	My Happy Mind – Meet Your Brain Lesson 2 Working cooperatively and collaboratively to develop role play ideas and amongst provision.	Working and playing together following own interests amongst continuous provision and enhancements.	My Happy Mind – Meet Your Brain Lesson 3 Working together to construct and build on a grand scale	Reflecting on their time in Reception and thinking ahead to Year 1.
Kapow	Kapow lessons – Managing Self: My Well-being Children will learn: - To discuss ways that we can take care of ourselves. - To explore how exercise affects different parts of the body. - That having a naturally colourful diet is one way to try and eat healthily, - That exercise means moving our body and is important. - That yoga can help our bodies and minds relax,						
	RSE To use the correct scientific vocabulary for my body.	RSE To begin to understand the word consent.	Lesson 1 – What is Exercise?	Lesson 2 – Yoga and Relaxation	Lesson 3 – Looking After Ourselves	Lesson 4 – Being a Safe Pedestrian	Lesson 5 – Eating Healthily
PSED Continuous Provision enhancements	My Body puzzle – working together to complete the puzzle but also discussing the parts of the body.	My Body puzzle – working together to complete the puzzle but also discussing the parts of the body.		Dolls and babies in the bath with water play, washing clothes and hanging on the line, etc	Tooth brushing practise with dolls and tooth brushes.	Photos of lots of different experiences and memories of the year to provoke conversations and writing.	Sorting the foods into healthy and unhealthy groups. Making healthy and treat meals in the mud kitchen.
PD	<u>Gross Motor Skills (ELGs)</u> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor Skills (ELGs)</u> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.						

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	- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <u>Shape, Space and Measures</u> - Measure – Describe capacities, compare volumes, compare weights, estimate, compare and order lengths. - Shape – Can name 2D and 3D shapes and describe their properties.						
Maths	Mastering Number – Week 25 – Comparison	Mastering Number – Week 26 – Subitising on a rekenrek	Mastering Number – Week 27 – Recap Comparison Hide shells, treasure, gold coins, pebbles for the children to find – then sort by colour, shape, size and accurately count how many of each.	Mastering Number – Week 28 – Recap Automatic Recall Use buckets, spades, spoons or cups to measure how much sand/water fits inside each treasure container. Estimate and make comparisons.	Mastering Number – Week 29 – Recap Understanding of Numbers to 10	Mastering Number – Week 30 – Recap Patterns Within Numbers to 10	Consolidation all basic number skills – counting on, recognising and ordering numbers, 1 more and 1 less, number bonds, odd and even numbers, doubles and halves.
Maths Continuous Provision enhancem ents	Sharing and grouping EP - Develop 1 - Seashore maths EP - Ice Cream Shop	EP - Gone fishing EP - How heavy? Addition and subtraction jenga game.	Visualise, build and map Develop 2 - Hooray for fish Addition and subtraction challenges to unlock the padlocks.	Develop 3 - Treasure maths Develop 3 - Going on a journey	EP - How much does it hold? Ordering the numbered gold coins – practice finding 1 more and 1 less.	Make connections Moving on - Develop - Clocks and time	
UTW	<u>Past and Present (ELGs)</u> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities (ELGs)</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <u>The Natural World (ELGs)</u> - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						
UTW	Engage - What can you do at the beach? Develop 1 - Who Lives on the Seashore Who's hiding at the seaside Develop 1 - Who lives in a rock pool?	Develop 1 - Looking after our beaches Clem and Crab Develop 1 - Seabirds Develop 1 - Feeling crabby Develop 2 - Coral Reefs to Icy Seas	Develop 2 - Seas and Ocean Develop 2 - Something Fishy Creating a living pirate island. What will it need? How will it grow? Work together to build a cardboard pirate ship.	Develop 3 - Keeping safe at sea Develop 3 - Sea Investigations	Innovate - Step 3 Draw your favourite animal that lives in the ocean. Explain why it is your favourite. Add boats, sea creatures, fish, buckets etc. to the water tray – experiment with transporting the water/ boats/sea creatures.	Moving on - develop - A year in reception One Year With Kipper by Mick Inkpen Moving on - Develop - Growing up Make fruit juice ice lollies – experiment with different flavours and quantities of each.	Moving on - Develop. Hello from me. Transition activities
UTW			EP - Will it float? Tin foil boats – shape the	EP - Find the treasure Make own treasure			

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Continuous Provision enhancements			foil to create a boat that will hold the most compare bears.	maps – think about the geographical features			
EAD	<u>Creating with Materials (ELGs)</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive (ELGs)</u> - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.						
	Engage - Beach art Engage - Seaside scenes Engage - Seaside songs	Develop 1 - Starfish	Develop 2 - Save our seas Paint a pirate portrait of yourself as a pirate.	Develop 3 - Boat Builders Make and decorate an egg box treasure chest.	Innovate - Step 5 Use junk modelling materials to make own boats and pirate ships.	Moving on - Develop - My Favourite songs	Moving on - Develop - My Class
EAD Continuous Provision enhancements	Create beach collages. Make collage ice lollies – look at photos to give inspiration.	Paint a shell – create a plan of your design and then use paint pens to decorate, taking care with fine motor skills.	EP - Sandy Paint Make pirate hats and eye patches.	EP - Wax resist Make pirate telescopes and swords.	EP - Foamy Sand	Cotton pad ice cream art.	
RE –	What makes the world wonderful?	God the creator	Looking after our world	Christian prayers	The world is amazing		
Key Books and Texts	Key Texts: Lucy and Tom at the seaside by Shirley Hughes Who's Hiding at the Seaside? By Katherine McEwan Welcome to the Rockpool by Ruth Owen Sally and the Limpet by Simon James	Key Texts: Herman the Hermit Crab by Cindy W Hollingsworth RSPB First Book of the Seashore by Derek Niemann Tip Tap went the crab by Tim Hopgood Exploring Rock Pools by Jill McDougall Clem the Crab by Fiona Lumbers Creature Features Oceans by Natasha Durley	Key Texts: Somebody swallowed Stanley by Sarah Roberts A first book of the Sea by Nicola Davies Hooray for Fish by Lucy Cousins Tiddler by Julia Donaldson Where's the Starfish? By Barroux The Snail and the Whale by Julia Donaldson	Key Texts: Come Away from the Water Shirley by John Burningham The Night Pirates by Peter Harris The Pirates Next Door by Jonny Duddle Ten Little Pirates by Mike Brownlow Pirates Love Underpants by Claire Freedman The Pirates are Coming! by John Condon Dinosaur Pirates! by Penny Dale	Key Texts: Commotion in the Ocean by Giles Andreae Ten Little Pirates by Mike Brownlow Pirates Love Underpants by Claire Freedman The Pirates are Coming! by John Condon Dinosaur Pirates! by Penny Dale	Key Texts: Super Duper You by Sophy Henn The Girl at the Front of the Class by Onjali Q. Rauf and Pippa Curnick Little Glow by Katie Sahota and Harry Woodgate You Choose by Pippa Goodhart and Nick Sharratt	Key Texts: Read favourites of the children's from throughout the year.