



Reception Class Medium Term Planning

Adventures



Year R	Week 1 15 th April	Week 2 22 nd April	Week 3 29 th April	Week 4 6 th May	Week 5 13 th May	Week 6 20 th May
Whole School Theme: Sustainable Development Overarching themes: Adventure, journeys, discoveries.	Overview This term children will be... <ul style="list-style-type: none"> Exploring a range of adventure stories which spark imaginative ideas and expressive language <ul style="list-style-type: none"> Deepening their knowledge of the natural world Developing an awareness of our impact on nature Understanding how we can look after our planet linked to our whole school theme – Sustainable Development <ul style="list-style-type: none"> Continue to develop an awareness of how the local environment differs from others around the world 					
Experiences & hooks			Lookout for the Troll!	Cooking with the class	A letter from Captain Pugwash	Pirate experience Day
Literacy – Drawing Club Mark making Making (SPECIFIC)	Journey  Creative Task: Children to draw & write about where their magical doorway will take them.	Animal adventures  Creative Task: What animal is hiding under your bed? Children to describe their new pet.	The Three Billy Goats Gruff  Creative Task: Retell the story of The Three Billy Goats Gruff Make a warning poster about The Troll.	The Troll  Creative Task: Children to draw their own bridge design. What animal would live under their bridge?	Captain Pugwash  Creative Task: Create a treasure map to reach Monster island.	Pirate Stories  Creative Task: Create your own pirate ship, what will you need to defeat the pirate cruncher.
Story Vocabulary	Lonely Adventure Discover Fantasy Turret Spectacular Capture Imprison	Royal Frustrated Dull Extraordinary Thrilled Scrumptious Grateful Imaginary	Lush Meadow Hillside Terrified Menacing Greedy Courageous Hoodwink	Eager Faint Scuttle Persuade Pattering Revolting Lolloping Plot	Joyful Hoist Lost Beware Observe Anxious Cautious Munch	Scurvy Dastardly Nonsense Warning Reckless Unwise Petrified Monstrous
Phonics - Little Wandle Letters and Sounds (SPECIFIC)	Review Phase 3: Short vowels CVCC Tricky words: said so have like	Review Phase 3: Short vowels CVCC CCVC Tricky words: some	Short vowels CCVCC CCCVC CCCVCC longer words Tricky words: were	Longer words compound words Tricky words: there when what one	Root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words: out today	Assessments

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Physical Development GROSS motor (PRIME) PE Get set 4 PE	Forest school	Lesson 1 Theme: witches and wizards To move safely and sensibly in a space with consideration of others.	Lesson 2 Theme: pirates To develop moving safely and stopping with control.	Lesson 3 Theme: mythical creatures To use equipment safely and responsibly.	Lesson 4 Theme: to the castle To use different travelling actions whilst following a path.	Lesson 5 Theme: superheroes To work with others co-operatively and play as a group.

FINE motor

Summer Term Overview

This term through carefully planned provision and adult guided learning, children will further develop their fine motor skills.

Learning objectives:

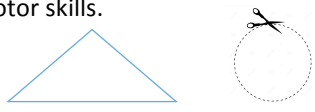
I am learning to use fingers and thumb to make smaller, complex shapes (spikes, horns)

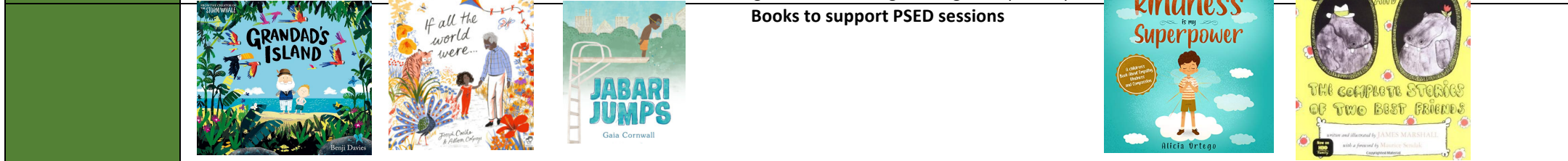
I am learning to form smaller letters which sit on a line


I am learning to use a dynamic tripod grasp

I am learning to write numerals 0-10 with growing accuracy

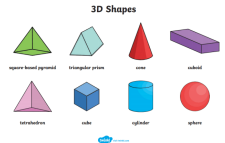
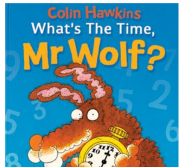
I am learning to cut out a range of large, simple shapes.





	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
PSED (PRIME) Jigsaw PSHE Relationships 	My Family and Me! LO: I can identify some of the jobs I do in my family and how I feel like I belong	Make friends, make friends, never ever break friends Part 1 LO: I know how to make friends to stop myself from feeling lonely	Make friends, make friends, never ever break friends Part 2 LO: I can think of ways to solve problems and stay friends	Falling Out and Bullying Part 1 LO: I am starting to understand the impact of unkind words	Falling Out and Bullying Part 2 LO: I can use Calm Me time to manage my feelings	Being the best friends we can be LO: I know how to be a good friend

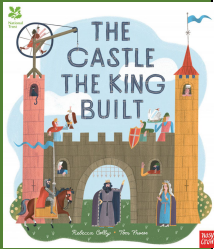
	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25
Mathematics Scheme: Mastering Number (SPECIFIC)	Composition	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison
	Sorting numbers according to attributes - odd and even numbers	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition – ‘5 and a bit’	Composition - of 10	Comparison – linked to ordinality Play track games

<p>Summer Term Overview</p>	<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> To practise number bonds to 10. To find the missing number To take away objects and count how many are left I can confidently answer 'How do you know?' Questions <ul style="list-style-type: none"> I am learning to know my number bonds to 10 I am learning to double numbers up to 5+ I am learning to count in 2s to support doubling up to 10 To explore how to make numbers above ten using tens and ones. <ul style="list-style-type: none"> To match the number to quantity up to 20. <p>To find the missing number in an addition and subtraction sentence problem.</p>	<p style="text-align: center;">Shape Space & Measure</p> <ul style="list-style-type: none"> I am learning to name and describe 3D shapes <ul style="list-style-type: none"> Match, rotate and manipulate shapes Compose and decompose shapes Know that shapes can be combined and separated to make new shapes <ul style="list-style-type: none"> Time <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>3D Shapes</p>  </div> <div style="text-align: center;">  </div> </div>
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<p>RE Overview</p>	<p style="text-align: center;">Overview Big Questions AMV Unit 6: How should we live our lives? a) How does what I do affect other people? b) What rules and codes of behaviour help me know what to do? c) What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness)? How do some stories from religions and beliefs and the example set by some people show me what to do? Understanding Christianity: How can we help others when they need it?</p>	<p style="text-align: center;">Core Knowledge</p> <ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God. Children will know that: <ul style="list-style-type: none"> Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love.
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p style="text-align: center;">Lesson 1 Story 'It Was Jake!' by Anita Jeram Pupils will:</p> <ul style="list-style-type: none"> Reflect on how stories can help them learn lessons in life; Think about the meaning of forgiveness. 	<p style="text-align: center;">Lesson 2 Pupils will:</p> <ul style="list-style-type: none"> consider the feelings associated with acts of forgiveness; create words and pictures to describe those feelings. 	<p style="text-align: center;">Lessons 3 & 4 Pupils will:</p> <ul style="list-style-type: none"> consider the role of rules in helping people's lives; learn about Moses and the 10 commandments; create their own artistic responses to the question of what believers might mean by 'loving God' and 'loving my neighbour as myself.' 	<p style="text-align: center;">Lesson 5 Pupils will:</p> <ul style="list-style-type: none"> engage in a 'stilling' activity, imagining themselves as Jonah; begin a poem about Jonah's journey. 	<p style="text-align: center;">Lesson 6 Pupils will:</p> <ul style="list-style-type: none"> Weigh up the difference between what Jonah <i>should</i> do and what he might <i>want</i> to do. take part in a 'conscience alley' activity and discuss what Jonah should do. 	

<p>Understanding the World, Technology Spanish</p>	<p>Understanding the world, Technology and Spanish Term 5 Overview</p>					
	<p style="text-align: center;">UW- Past & Present</p>	<p style="text-align: center;">UW - People, culture & communities</p>	<p style="text-align: center;">UW - The Natural World</p>	<p style="text-align: center;">UW – Places</p>	<p style="text-align: center;">Technology</p>	<p style="text-align: center;">Spanish</p>



On going- To develop an understanding of how life was in the past linked to stories and topic.

Kings & Queens

LO: To learn about what was different in the past making reference to Knights and Castles theme.

LO: To learn some simple facts about our British Monarch

Revisit The Kings Coronation last May.

**Important historical figures
Queen Elizabeth**

Amelia Earhart – The first lady to fly alone across the Atlantic ocean

Annie Londonderry – The first lady to cycle around the world.

Easter

To reflect on Easter celebrations with family.

Earth Day

22nd April
The theme for Earth Day 2024 is Planet v Plastics

Setting

To consider where animals live around the world and notice some differences in natural environments.

I am learning about how we can look after our natural environment in relation to our whole school, sustainable development topic.



I am learning about some amazing sea creatures and what we need to do to protect them.

Science experiments

Water experiments

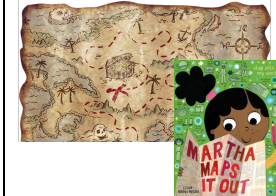
- Explore materials that can absorb water
- Explore materials that dissolve /separate when mixed with water

Environments

Exploring Bathford Village & Comparing and contrasting environments

Learning Objectives

- I am learning to draw linear maps to reflect a first-hand journey and experience.
- I am learning to talk about my maps using some sequencing language and detail.



I am learning to manage a device by correctly closing websites or apps and safely turning on and off.

I am learning to input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet).

Los colores y los números

In this unit pupils will learn how to:
· Name and recognise up to 10 colours in Spanish.
· Count from 1-10 ten in Spanish.

Los transportes

In this unit pupils will learn how to:
· Recognise, recall and remember up to 7 modes of transport in Spanish.
· Recognise, recall and remember a short phrase for each mode of transport in Spanish.
· Learn to listen attentively to, understand and participate actively in a Spanish song about transport

Expressive Arts & Design

Design & Technology

**Structures: Junk Modelling
Linked to sea adventures**

In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.

<https://www.plasticpollutioncoalition.org/blog/2017/5/2/10-inspiring-works-of-art-about-plastic-pollution>



Art & Design

Sea inspired artwork

- Children to experience a range of artists past and present

The Great Wave- Hokusai

Claude Monet, Georgia O'Keeffe

Children explore a range of medias to make and create linked with their interests and to topic stories read in class.

Music- Around the World



In this unit, children are introduced to a diverse selection of music from around the world. The focus in this unit is mostly on listening to a wide variety of music from different cultures and traditions in which children identify instruments and talk about their preferences. Children are also often given opportunities to sing, dance and play music relevant to the place of focus. There is potential for combining work in other areas of the curriculum or turning a lesson into a mini project on a particular country or place.