



Medium Term Plan

Year R	Term/Topic: Summer/ Small Animals & At the seaside
Subject	Key end points in learning
Literacy – Word Reading/ Comprehension	<p>CVCC, CCVC, CVC+, CCVCC words applying known phonemes</p> <p>Completes rhyming strings</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p> <p>Can answer more-complex questions about books and stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>CVCC+, CCC, CCVCC words applying known phonemes</p> <p>Fluently reads words and sentences containing Phase 3 letters and HFWs.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate where appropriate key events in stories</p>
Literacy - Writing	<p>Writes recognisable letters and words and reads back what has been written.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Maths – number & numerical pattern (SSM)	<p>Mastering Number</p> <p>Numbers 0- 10 (6 weeks)</p> <p><u>Counting, Ordinality and cardinality</u></p> <p>Counting larger sets and things that cannot be seen</p> <p><u>Subitising</u></p> <p>Subitising- to 6, including in structured arrangements</p> <p><u>Composition</u></p> <p>Composition- 5 ‘and a bit’.</p> <p>Composition- of 10</p> <p><u>Comparison</u></p> <p>Comparison- linked to ordinality</p> <p>Play track games</p> <p><u>SSM</u></p> <p>Experience time durations (sandtimers, calendars)</p> <p>Capacity: Recognising the relationship between the size and number of units.</p> <p>Capacity: Begin to use units to compare capacity.</p> <p>Continuing a pattern that ends mid unit.</p> <p>Making their own ABB/ABBC Patterns</p> <p>Properties of shape and awareness of relationships between shapes</p> <p>Mastering Number</p> <p>Numbers 0- 10 (8 weeks)</p> <p>Subitise to 5</p> <p>Introduce the Rekenrek</p> <p><u>Review and Assess:</u></p>



	<p>Automatic recall of number bonds to 5 Composition of numbers to 10 Comparison Number Pattern Counting Cohort specific planning from reviewing and assessment.</p>
UTW – the natural world	<p>Selects equipment to help them follow their own enquiry of interest, for example, which mini beasts live in the playground? Explore the natural world around them, making observations and drawing pictures of animals and plants. Shows an understanding of the passing of time through the life cycle of plants, animals, and mini beasts. Sequences the basic stages of human life cycle. Records observations in a number of ways; drawings, written work, photographs. Records observations to enable changes to be observed. Know some similarities and differences between the natural world around them and contrasting environments, drawings 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.</p>
Computing	<p><u>Technology Around Us</u> I can talk about what technology is used at home. I can talk about what technology is used outdoors. I can talk about what technology is used in the world around me. <u>Safety and Privacy</u> I can explain how my work on the computer belongs to me and other people's work belongs to them. I can explain what it means for something to be private.</p>
UTW – people, culture and communities	<p>Knows the landmark buildings (including places of worship) in their local environment and discusses their importance. Draws own plans/maps of immediate environment. Makes inferences about locations in books based on previous knowledge or experiences:</p> <ul style="list-style-type: none">• clothing worn• buildings• foods• weather• animals• landscape. <p>Explains some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Knows we have different environments in this county; water/sea, woods, beaches, etc</p>
UTW – past and present	<p>Shows an understanding of the passing of time through the life cycle of plants, animals and mini beasts. Sequences the basic stages of human life cycle. (Year 1) Compares and contrasts the different stages in the life cycle of plants, animals, and mini beasts. Compares and contrasts the basic stages of human life cycle. Begins to organise/sequence their own story ideas on a story map using story stems structure as support, including the vocabulary first, next, after that and finally. Understand the past through settings, characters and events encountered in books read in class and storytelling. Talk about the lives around them and their roles in society.</p>



	<p>Know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class.</p> <p>Justifies hypothesis regarding artefacts using existing knowledge or seeking more information; asking questions, building on the ideas of others, or using images and books.</p>
EAD – BI&E, CWM	<p>Art</p> <p>I can draw a variety of objects with increased detail and shapes, some based on detailed observations.</p> <p>I can select own painting techniques, resources and tools to create representations.</p> <p>I knows which primary colours are mixed to make secondary colours.</p> <p>I can explain the process they went through when making and the choices they made.</p> <p>I can create collaboratively sharing ideas, resources and skills.</p> <p>ELG:</p> <p>Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Shares their creation, explaining the process they have used, makes use of props and materials when role playing characters in narratives and stories.</p> <p>D&T</p> <p>I can understand how things work.</p> <p>I can use a range of tools safely and carefully.</p> <p>I can share my ideas.</p> <p>To make bread.</p> <p>Music</p> <p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p> <p>To know that we can move with the pulse of the music.</p> <p>To know that the words of songs can tell stories and paint pictures.</p> <p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>Songs have sections.</p> <p>A performance is sharing music.</p>
R.E	<p>Which places are special and why?</p> <p>I can reflect upon places that are special in my life.</p> <p>I can find out about places that are holy and important for many Christians and Muslims.</p> <p>I can label a Churches and Mosques showing their key features.</p> <p>I can visit a place of worship (Mosque or Church).</p> <p>Which stories are special and why?</p> <p>I can discuss stories that are special to me and give reasons for why they are special.</p> <p>I can listen to different religious worldviews and find out about why these might be special to a believer.</p> <p>I can learn key events and retell stories from different worldviews remembering</p>
P.E (PD)	<p>Real Dance- Creative</p> <p>I can explore different standing and floor shapes with a partner and find interesting and inventive ways of moving between these shapes.</p> <p>I can put shapes into a repeatable sequence.</p> <p>I can explore the concept of circles and use circles to travel in different ways making basic turns and jumps.</p> <p>I can work with a partner to create and perform a final dance sequence.</p> <p>I can move to music.</p> <p>Real PE- Unit 5 Physical</p>



	<p>Coordination: Sending and Receiving I can explore and experiment how to roll, bounce and catch different sized and weighted balls.</p> <p>Agility: Reaction/Response I can explore running forward very quickly on a signal. I can explore different starting positions to see which works best. I can explore different ways to slow down and stop to see which works best. I can explore bouncing a big and small ball on the spot. I can throw a ball up high, let it bounce and move to catch it.</p>
PSED	<p>Know how to be a good friend. Think about the perspectives of others. Show understanding of own feelings and those of others and begin to regulate own behaviour accordingly. Show sensitivity to their own and to others' feelings. Begins to understand how others might be feeling, to show empathy. Increased confidence and resilience and this can include supporting peers. Understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Know how we grow and change. Show sensitivity to their own and to others' feelings. Display confidence to try new activities and show resilience and perseverance in the face of a challenge. Explain the reasons for rules and know right from wrong.</p>