

Millbrook Medium Term Plan Summer Term Reception Class

<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Can read and write all Phase 2 and Phase 3 tricky and high frequency • Can distinguish and sort between fiction and non-fiction books. • Can read simple sentences from a range of different books and can explain own understanding • Becomes more fluent when reading and can practise segmenting and blending in their head. • Can make accurate predictions in books and suggest their own idea of an ending • Can write simple sentences in a range of contexts. • Create own adventure character • Begin to use descriptive language when using characters • Describe different story settings and adventures • Can answer comprehension questions about stories 	<p><u>Physical</u></p> <ul style="list-style-type: none"> • They handle equipment and tools effectively, including pencils for writing. • They move confidently in a range of ways, safely negotiating space. • Children show good control and co-ordination in large and small movements. • Children know the importance for good health of physical exercise and a healthy diet. • Children can talk about ways to keep healthy and safe. • They can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. • Letters are beginning to be formed from the correct point and can all sit on the line with an accurate size. 	<p><u>Using maths in context:</u></p> <ul style="list-style-type: none"> • Can confidently name all numbers 0-20 in a random order • Show understanding of mathematical language addition, subtraction etc. • Children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than the given number. • Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. • Can state what number is 1 more or 1 less than a given number up to 20 • They solve problems, including doubling, halving and sharing. • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. • They recognise, create and describe patterns. • Identify 2d and 3d shapes and describe properties. 	<p><u>Personal, Social, Emotional development</u></p> <ul style="list-style-type: none"> • Children play co-operatively, taking turns with others. • They can take account of one another's ideas about how to organise their activity. • They show sensitivity to others' needs and feelings. • Children are confident to try new activities and say why they like some activities more than others. • They will talk about their ideas and will choose the resources they need for their chosen activities. • They say when they do or don't need help. • They can talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. • They adjust their behaviour to different situations and take changes in routine in their stride.
<p><u>Computing</u></p> <ul style="list-style-type: none"> • Log on to computer independently • Find pictures using the internet. • Know how to operate simple equipment. • Select and use technology for a purpose. • Children recognise that a range of technology is used in places such as homes and schools. 	<p><u>Title- Adventure Awaits...</u></p> <p>The focus of the topic is exploration and adventure. This is our transition term in Reception to get ready for Y1 therefore we are taking on our own adventure.</p> 		<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. • They can talk about the features of their own immediate environment and how environments might vary from one another. • They can make observations of animals and plants and explain why some things occur, and talk about changes, including in simple experiments.
<p><u>Expressive arts and design</u></p> <ul style="list-style-type: none"> • Be able to represent their own ideas, feelings and thoughts. • Plan before making or constructing. • Choose an instrument to make a particular rhythm or sound. • Explore different materials and textures to create a planned effect. • Shows a good understanding of selecting appropriate materials for a particular task. • Engages in imaginative role play acting out voices, narratives and storylines. 	<p><u>Communication and language</u></p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • They give their attention to what others say and respond appropriately. • Children follow instructions involving several ideas or actions. • They answer 'how' and 'why' questions about their experiences and in response to stories or events. • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<p><u>Significant Stories</u></p> <p>The weekly or fortnightly focus will be on a story book looking at different adventures ie jungle, woods, space and sea.</p> <p>We're going on a bear hunt Where the wild things are Tiddler The way back home Rumble in the Jungle</p> <p>We will also be looking at a range of non-fiction texts and identifying features of different text types.</p>	<p><u>End focus/celebration sharing event</u></p> <p>Enquiries into trip to Haigh Hall for a mini-beast hunt, den building and pond dipping.</p>

