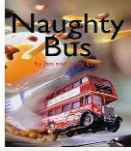
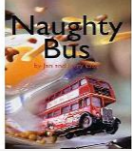









Roe Green Infant
MEDIUM TERM PLANNING SUMMER 2 2023/24
RECEPTION – Adventure is Out There



		Week 7 3/6/24	Week 8 10/6/24	Week 9 17/6/24	Week 10 24/6/24	Week 11 1/7/24	Week 12 8/7/24	Week 13 15/7/24
SUMMER	ENGLISH	<p>Key Text: Naughty Bus by Jan and Jerry Oke</p>  <p>Will also read Non – fiction books</p>	<p>Key Text: Naughty Bus by Jan and Jerry Oke</p>  <p>Will also read Non – fiction books</p>	<p>Key Text: The Queen's Hat by Steve Antony</p>  <p>Will also read books on Paddington Bear.</p>	<p>Key Text: The Queen's Hat by Steve Antony</p>  <p>Will also read books on Paddington Bear.</p>	<p>Key Text: Ted's big Adventure by Jo De Ruiter</p>  <p>Will also read Hamish Takes the Train</p>	<p>Key Text: Ted's big Adventure by Jo De Ruiter</p>  <p>Will also read Hamish Takes the Train</p>	<p>Key Text: Ted's big Adventure by Jo De Ruiter</p> 
		<p>Activity: What adventures would the night time bus go on?</p> <p>Skill: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Activity: Label a bus and write a bus fact file.</p> <p>Skill: Attempts to write short sentences in meaningful contexts. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Activity: Design your own map of where the Queen's hat went and write about the journey it took.</p> <p>Skill: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Activity: Story Starter-What does the Queen do when a.....snatches her.....? Gives chase of course by..... Hold on to your hats-and for antrip!</p> <p>Skill: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Activity: Use the story map sheet to map out your story.</p> <p>Draw and write a short story of your adventure with Ted</p> <p>Skill: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Activity: Draw and write a short story of your adventure with Ted</p> <p>Skill: Writing simple sentences</p>	<p>Activity: Write about what we have enjoyed about Reception and what you look forward to in Year 1</p> <p>Skill: Writing simple sentences</p>
		<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: J K R</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: N and M</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: H and B</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: P and V</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: W and X</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: Z</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: Recap</p>
		<p>Phonics: Phase 4 – CVCC words Teachers to teach to the needs of their own class – Phase 2 and 3</p>	<p>Phonics: Phonics Assessment Teachers to teach to the needs of their own class – Phase 2 and 3</p>	<p>Phonics: Phonics Assessment Teachers to teach to the needs of their own class – Phase 2 and 3</p>	<p>Phonics: Phase 4 – CCVC words Teachers to teach to the needs of their own class – Phase 2 and 3</p>	<p>Phonics: Phase 4 – CCVCC words Teachers to teach to the needs of their own class – Phase 2 and 3</p>	<p>Phonics: Phase 4 – CCCVC words Teachers to teach to the needs of their own class – Phase 2 and 3</p>	<p>Phonics: Phase 4 – CCCVCC words Teachers to teach to the needs of their own class – Phase 2 and 3</p>
	COMMUNICATION AND LANGUAGE	<p>Activity: Sharing experiences of going on a bus. Mind map of all the information we know about buses.</p> <p>Skill: Responds to instructions involving a two-part sequence</p>	<p>Activity: Hot seating – taking on the character of Naughty Bus and talking about his feelings.</p> <p>Skill: Children listen attentively in a range of situations Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Activity: Talk about what a map may have on there and what we would put onto our maps</p> <p>Skill: Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Activity: Building a story by adding in your words-using a story starter.</p> <p>Skill: Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Activity: Looking at the world map and locating the places from the book</p> <p>Skill: Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Activity: Talk about the season of Summer</p> <p>Skill: Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Activity: Write about what we have enjoyed about Reception and what you look forward to in Year 1</p> <p>Skill: Able to use phonic knowledge to decode regular words and read them aloud accurately.</p>

		<p>Class Library: Finding information in books</p> <p>Skill: To know that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Class Library: Finding information in books</p> <p>Skill: Can segment and blend the sounds together and know which letters represent some of them</p>	<p>Class Library: Investigating maps/flag books</p> <p>Skill: To begin to read words and simple sentences</p>	<p>Class Library: Investigating maps/flag books</p> <p>Skill: To begin to read words and simple sentences</p>	<p>Class Library: Talking about transition, how in year 1 we will take library books home</p> <p>Skill: To be trustworthy and return books in the condition they were given</p>	<p>Class Library: Looking at finding sight words in library books</p> <p>Skill: To be able to read some common irregular words.</p>	<p>Class Library: Looking at finding sight words in library books</p> <p>Skill: To be able to read some common irregular words.</p>
	MATHS	<p>NUMBER AND PLACE VALUE</p> <p>Subtraction</p>	<p>NUMBER AND PLACE VALUE</p> <p>Subitise (recognise quantities without counting) up to 5 – extend to 10.</p>	<p>NUMERICAL PATTERNS</p> <p>Explore and represent patterns within numbers up to 10, including evens and Odds.</p>	<p>SHAPE, SPACE & MEASURE</p> <p>Recapping 3D shapes and their properties</p>	<p>NUMBER AND PLACE VALUE</p> <p>Looking at and representing numbers beyond 10 (11-20)</p>	<p>NUMBER AND PLACE VALUE</p> <p>Counting on from a given number</p>	<p>NUMBER AND PLACE VALUE</p> <p>One more/less than a number</p>
	UNDERSTANDING THE WORLD	<p>Activity: Looking at local bus timetables and routes.</p> <p>Skill: Draw information from a simple map</p>	<p>Activity: History of Buses</p> <p>Skill: Know some similarities and differences between things in the past and now</p>	<p>Activity: People who help us</p> <p>Skill: Talk about the lives of the people around them and their roles in society</p>	<p>Activity: Investigate different ways of travelling in London and look at the Underground map</p> <p>Skill: 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.</p>	<p>Activity: Looking at the world map and locating the places from the book</p> <p>Skill: Know some similarities and differences between things in the past and now</p>	<p>Activity: Looking at maps and flags</p> <p>Skill: Know some similarities and differences between things in the past and now</p>	<p>Activity: Talking about Summer</p> <p>Skill: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Computing – having a go at signing into the computers.</p>
	PHYSICAL DEVELOPMENT	<p>Sports Day Prep</p> <p>Egg and Spoon race</p> <p>Skill: Demonstrate strength, balance and coordination when playing</p>	<p>Sports Day Prep</p> <p>Practise Relay race</p> <p>Skill: Negotiate space and obstacles safely, with consideration for themselves and others</p>	<p>Sports Day Prep</p> <p>Practise bean bag race.</p> <p>Skill: Demonstrate strength, balance and co-ordination when playing</p>	<p>Sports Day Prep</p> <p>Practise target throw.</p> <p>Skill: Demonstrate strength, balance and coordination when playing</p>	<p>Sports Day Prep</p> <p>Practise Hurdle relay.</p> <p>Skill: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Unit 1 – Cooperate and Solve Problems</p> <p>Lesson 2</p> <p>Ll:</p> <ul style="list-style-type: none"> . Keep heart rate high and perform individual coordination skills Cooperate with a partner to move across defined areas <p>SC: I can:</p> <ul style="list-style-type: none"> I can concentrate and follow instructions to play the starter game I can work with my partner and cross the river <p>Warm up</p> <p>Tick tock clock</p> <p>Main Work out</p> <p>Steps</p> <p>Cross the river –</p>	<p>Unit 1 – Cooperate and Solve Problems</p> <p>Lesson 3</p> <p>Ll:</p> <ul style="list-style-type: none"> Work for a sustained period to raise heart rate Replicate with some accuracy body shapes to represent numbers Work as a pair to demonstrate larger numbers <p>SC: I can:</p> <ul style="list-style-type: none"> I can run around to make my heart beat faster I can try and form number shapes using my body I can work with a partner to make bigger numbers <p>Warm up</p> <p>Number Islands</p> <p>Main Work out</p> <p>Steps</p> <p>Gym number shapes</p>

EXPRESSIVE ARTS AND DESIGN	<p>Activity: Make up and perform a song about the adventures of the naughty bus using the tune of The Wheels on the Bus.</p> <p>Skill: Understands that different media can be combined to create new effects.</p> <p>Kapow Music Topic-Transport Lesson 1 Exploring different types of transport</p>	<p>Activity: Junk modelling of a bus. Adding an axle and wheels.</p> <p>Skill: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function</p> <p>Foundation Footsteps To use a variety of colours and materials to create a portrait.</p> <p>Kapow Music Topic-Transport Lesson 2-Trains</p>	<p>Activity: Design a hat for a Queen/King</p> <p>Skill: Create simple representations of events, people and objects.</p> <p>Kapow Music Topic-Transport Lesson 3 - Boats</p>	<p>Activity: Paddington related art activities.</p> <p>Skill: Create simple representations of events, people and objects.</p> <p>Foundation Footsteps To create landscape collages inspired by the work of Megan Coyle.</p> <p>Kapow Music Topic-Transport Lesson – 4 Cars</p>	<p>Activity: Prepare work for Art Week Topic-France</p> <p>Skill: Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Kapow Music Topic-Transport Lesson 5- -Transport Journey</p>	<p>Activity: Prepare work for Art Week Topic-France</p> <p>Skill: Selects tools and techniques needed to shape, assemble and join materials they are using. Foundation Footsteps To experiment with painting using salt and colour mixing.</p> <p>Kapow Music Topic-Transport Transport journey of what we have learnt. →</p>	<p>Activity: Creating a seasonal summer picture</p> <p>Skill:</p> <ul style="list-style-type: none"> Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. <p>Kapow Music Topic-Transport</p>	
	PERSONAL, SOCIAL AND EMOTIONAL	<p>Jigsaw Scheme Changing Me My Body</p> <p>I can name parts of my body</p>	<p>Jigsaw Scheme Changing Me Respecting my body</p> <p>I can tell you some things I can do and foods I can eat to be healthy</p>	<p>Jigsaw Scheme Changing Me Growing up</p> <p>I understand that we grow from babies to adults</p>	<p>Jigsaw Scheme Changing Me Fun and fear Part 1</p> <p>I can express how I feel about moving into Year 1</p>	<p>Jigsaw Scheme Changing Me Fun and fear Part 2</p> <p>I can talk about my worries and/ or the things I am looking forward to in Year 1</p>	<p>Jigsaw Scheme Changing Me Celebration</p> <p>I can share my best parts of being in Reception</p>	<p>Jigsaw Scheme Changing Me Celebration</p> <p>I can share my best parts of being in Reception</p>
	IN SCHOOL WORKSHOPS					Blue Jays Assembly	Yellow Canaries Assembly	