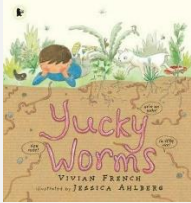
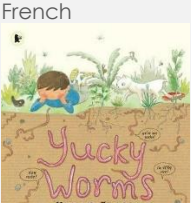
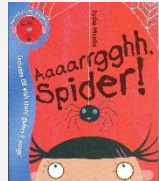
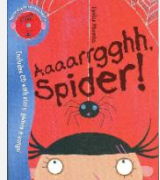






Roe Green Infant School
MEDIUM TERM PLANNING SUMMER 1 2024
RECEPTION – Adventure is Out There



		Week 1 15/4/24	Week 2 22/4/24	Week 3 29/4/24	Week 4 6/5/24	Week 5 13/5/24	Week 6 20/5/24
SUMMER	ENGLISH	<p>Key Text: Yucky Worms by Vivian French</p> 	<p>Key Text: Yucky Worms by Vivian French</p> 	<p>Monday – Parent meetings Thursday – Polling Day Key Text: Arrrgh Spider!! By Lydia Monks</p> 	<p>Monday – Bank Holiday Key Text: Arrrgh Spider!! By Lydia Monks</p> 	<p>Key Text: What the ladybird heard By Julia Donaldson</p> 	<p>Key Text: What the ladybird heard By Julia Donaldson</p> 
		<p>Activity: Write instructions explaining how to make a wormery. (Dictation)</p>	<p>Activity: Write a class letter to the unappreciated worm</p>	<p>Activity: To write a collaborative class poem about minibeasts to perform in the Poetry Assembly – copy into books</p>	<p>Activity: Gathering information about spiders. Write thought bubbles – linked to a scene from the story</p>	<p>Activity: To write a recount of the zoo Lab workshop.</p>	<p>Activity: Talk about our favourite mini beast /book and justify their preference. Comparing the different mini beasts. Write a comparison of two minibeasts.</p>
		<p>Skill: Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>https://schoolgardening.rhs.org.uk/resources/activity/mini-wormery</p>	<p>Skill: Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Skill: Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Skill: Ask questions to find out more and to check they understand what has been said to them. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Skill: Writes own names and other things such as labels and captions. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers.</p>	<p>Skill: Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>
		<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Numbers: 6-9 First and surname</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: Capital letters C A D First and surname</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: Capital letters G Q O First and surname</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: Capital letters E S First and surname</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: Capital letters F I L First and surname</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: Letters: Capital letters T U Y First and surname</p>
		<p>Phonics: Recapping Phase 3 and phase 4 Practice segmenting, blending and writing words – CCVC & CVCC</p>	<p>Phonics: Recapping Phase 3 and introducing phase 4 Practice segmenting, blending and writing words – CCVC & CVCC</p>	<p>Phonics: phase 4 Practice segmenting, blending and writing words – CCVC & CVCC</p>	<p>Phonics: phase 4 Practice segmenting, blending and writing words – CCVC & CVCC</p>	<p>Phonics: phase 4 Practice segmenting, blending and writing words – CCVC & CVCC</p>	<p>Phonics: phase 4 Practice segmenting, blending and writing words – CCVC & CVCC</p>
COMMUNICATION AND LANGUAGE	<p>Activity: Create a class mind map of what they know about worms and what they would like to learn about them Read and talk about the book. What worms are? Where do they live? How do they move?</p>	<p>Activity: Describing worms Writing sentences and facts about worms Revisit mind map and add what we have found out</p>	<p>Activity: If I had a pet it would.....</p>	<p>Activity: Act the story out</p>	<p>Activity: To write a recount of the zoo Lab workshop.</p>	<p>Activity: Talk about our favourite mini beast/book and justify their preference.</p>	
	<p>Skill: Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Skill: Engage in story times. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Skill: Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p>	<p>Skill: Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Skill: Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Skill: Articulate their ideas and thoughts in well-formed sentences.</p>	

MATHS	<p>Telling the time: To learn how to read a clock to the hour.</p> <p>Skill: To begin to tell the time.</p>	<p>ADDITION AND SUBTRACTION Counting: subtracting by counting on/back</p> <p>Skill: To be able to record simple subtraction sentences</p>	<p>NUMBER AND PLACE VALUE Number 9 – representation & composition</p> <p>Skill: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>NUMBER AND PLACE VALUE Multiplication: Doubling</p> <p>Skill: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>NUMBER AND PLACE VALUE Division: Sharing/halving</p> <p>Skill: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>NUMBER AND PLACE VALUE Number 10 – representation & composition</p> <p>Skill: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	<p>Activity: Watching a video all about worms and recalling facts Find out the answers to our questions about worms</p> <p>Skill: Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Activity: Using a magnifying glass and looking for minibests.</p> <p>Skill: Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and alliving things.</p>	<p>Activity: Watching a video all about spiders and recalling facts Find out the answers to our questions about spiders</p> <p>Skill: Talk about what they see, using a wide vocabulary.</p>	<p>Activity: How some mini beasts are good and helpful for the environment? Look into other mini beasts.</p> <p>Skill: Begin to understand the need to respect and care for the natural environment and alliving things.</p>	<p>Activity: Watching a video all about ladybirds and recalling facts Find out the answers to our questions about ladybirds</p> <p>Skill: Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Activity: Talk about our favourite mini beast /book and justify their preference.</p> <p>Skill: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>
UNDERSTANDING THE WORLD	<p>ICT: Finding facts about worms</p> <p>Skill: To be able to retrieve information in a range of ways</p>	<p>ICT: Label parts of a plant - Busy Things</p> <p>Skill: Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>ICT: Plant life cycle - Busy Things</p> <p>Skill: Complete a simple program on a computer.</p>	<p>ICT: Designing their own Mini beast</p> <p>Skill: Uses simple paint packages on a smartboard.</p>	<p>ICT: Designing their own Mini beast</p> <p>Skill: Uses simple paint packages on a smartboard.</p>	<p>ICT: Sorting mini beasts</p> <p>Skill: Complete a simple program on a computer.</p>
	<p>Unit 1 – Manipulation and Coordination Lesson 3</p> <ul style="list-style-type: none"> Reproduce movements with a ball bilaterally with feet. Practise making contact with a ball using feet and legs. <p>Skill: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Unit 1 – Gymnastics Lesson 1</p> <ol style="list-style-type: none"> Listen and respond appropriately to instructions Move in a variety of ways, changing speed and direction Apply simple understanding of shape and space <p>Skill Development: Adapting instructions to physical actions</p>	<p>Unit 1 – Manipulation and Coordination Lesson 4</p> <ul style="list-style-type: none"> Respond to cues to change between hopping, jumping and stepping. Coordinate feet to practice hop, step and jump sequences. <p>Unit 1- Gymnastics Lesson 2 Jumping and rebounding on and off low apparatus 2. Work with a partner to jump in unison 3. Create simple jumping sequence Skill Development: Take off and landing positions fr jumping</p>	<p>Unit 1- Manipulation and Coordination Lesson 5</p> <ol style="list-style-type: none"> Catch, copy and repeat ways of sending, receiving and carrying. Find new ways/make choices of ways to send, receive, and carry objects by self and with partner. <p>Unit 1- Gymnastics Lesson 3 Balance beanbag in as many different ways on the body as possible 2. Move and roll a ball around body with control 3. Work as part of a team to transfer balls, beanbags and hoops Skill Development: Transferring/moving equipment</p>	<p>Unit 1- Manipulation and Coordination Lesson 6 .</p> <ol style="list-style-type: none"> Listen, respond and coordinate hands and feet to touch a target. Send and stop objects using hands and feet <p>Unit 2- Gymnastics Lesson 4 Working on apparatus stations to develop travelling skills on various parts of the body. 2. Move over, under, around, through, on and off apparatus and incorporate balances. Skill Development: Moving through and under apparatus.</p>	<p>Unit 2- Manipulation and Coordination Lesson 1</p> <ul style="list-style-type: none"> Take part in a variety of parachute games Listen and follow instructions <p>Unit 2- Gymnastics Lesson 5 Develop body awareness moving limbs together and in isolation 2. Show ability to copy and repeat simple patterns 3. Use basic equipment to demonstrate coordinated movement Skill Development: Copying and repeating</p>	<p>Unit 2 - Manipulation and Coordination Lesson 2</p> <ul style="list-style-type: none"> Perform a variety of collecting, moving and placing actions Perform actions with a variety of equipment <p>Unit 2- Gymnastics Lesson 6 . Discover and perform simple shapes 2. Explore balancing in a variety of ways Skill Development : Shapes and balances</p>
EXPRESSIVE ARTS AND DESIGN	<p>Activity: Make play dough, plasticine and pipe cleaner worms</p> <p>Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Activity: Make salt dough worms</p> <p>Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Activity: Paint the salt dough worms</p> <p>Skill: Explore colour and colour-mixing.</p>	<p>Activity: Make a spider and a spider web using a variety of materials</p> <p>Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Activity: In small groups, create a mini beast habitat using natural resources and evaluate.</p> <p>Skill: Begin to understand the need to respect and care for the natural environment and alliving things. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similarand/or different properties. Talk about what they see, using a wide vocabulary.</p>	<p>Activity: In small groups, create a mini beast habitat using natural resources and evaluate.</p> <p>Skill: Begin to understand the need to respect and care for the natural environment and alliving things. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similarand/or different properties. Talk about what they see, using a wide vocabulary.</p>
	<p>Kapow Music – Big Band: Lesson 1- What makes a musical instrumnets?</p>	<p>Kapow Music – Big Band: Lesson 2- Introduction to orchestra</p>	<p>Kapow Music – Big Band: Lesson 3- Follow the beat</p>	<p>Kapow Music – Big Band: Lesson 4- Tuned and untuned instruments</p>	<p>Kapow Music – Big Band: Lesson 5-Big band performance</p>	<p>Kapow Music – Big Band: Evaluation</p>

	PERSONAL, SOCIAL AND EMOTIONAL	<p>Jigsaw scheme Relationships My Family</p> <p>Skill: I can identify some of the jobs I do with my family and how I feel like I belong</p>	<p>Jigsaw scheme Relationships Make friends, never break friends, Part 1</p> <p>Skill: I know how to make friends to stop myself from feeling lonely.</p>	<p>Jigsaw scheme Relationships Make friends, never break friends, Part 2</p> <p>Skill: I can think of ways to solve problems and stay friends.</p>	<p>Jigsaw scheme Relationships Falling Out and Bullying Part 1</p> <p>Skill: I am starting to understand the impact of unkind words</p>	<p>Jigsaw scheme Relationships Falling Out and Bullying Part 2</p> <p>Skill: I can use Calm Me time to manage my feelings</p>	<p>Jigsaw scheme Relationships Being the best friends we can be</p> <p>Skill: know how to be a good friend</p>
	IN SCHOOL WORKSHOPS/ important dates			Parents Evening - Monday 29 th April 2024		Visit from Zoo Lab Minibeast Workshop Thursday 16 th May 2024	Poetry Assembly Collaborative Class Minibeast Poems.