

## Reception Medium Term Planning

Date: Summer 2	Topic: What can you see under the sea?
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Key Learning Objectives:	Assessment for Learning:
<p><b>PSED</b>            Share, turn take and play cooperatively with others independently            Recognise their own needs and the needs of others and respond appropriately and sensitively.            Know, understand and follow the class rules            Regulate their own behaviour independently in a range of typical and everyday situations.</p>	<p><b>I can...</b>            behave appropriately in and out of the classroom when in and out of school explaining how to behave appropriately when in school or in different situations            take turns and share equipment with my peers, especially during our lego sessions            follow the rules of the classroom and contribute towards a set of class rules for year 1            tell an adult what I need            help my friends if they are upset.</p>
<p><b>CLL</b>            Use new vocabulary in a range of situations including group and play situations.            Ask questions or make comments in groups, one to one and whole class situations.            Demonstrate listening skills through the questions asked and comments made.</p>	<p><b>I can ...</b>            use the topic vocabulary I have learnt in my class and independent work            use appropriate vocabulary when describing beach or sea side photos            show interest and ask questions about a specific 'object of interest' or 'hook' i.e. seaside picture.            make comments about a picture or photo I am shown            answer questions about stories in RWI appropriately.</p>
<p><b>PD</b>            Use a tripod grip to begin to write more fluently            Move with energy, accuracy and confidence in a range of different ways such as running, jumping, dancing, hopping, skipping            Find and maintain their own space in physical activities showing an awareness of others</p>	<p><b>I can...</b>            hold a pencil correctly when writing            skip and hop during team relay races            run and jump independently in play outside            find a space during PE games (little movers)            use a ball with increasing accuracy and control</p>

<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	
<p><b>Literacy</b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense.</p>	<p>I can... form lower case letters correctly when writing independently begin to form some common upper case letters correctly 'hold a sentence' in RWI and write it independently write a sentence in my diary independently answer questions about the RWI text I have read answer questions about known stories from the reading spine. use a full stops at the end of a sentence use a capital letter at the beginning of a sentence read my work and tell you if it makes sense or not.</p>
<p><b>Mathematical Development</b> Automatically recall number bonds for numbers 0-10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Continue, copy and create repeating patterns.</p>	<p>I can... find the number pair for numbers to 5 tell you the number bonds for number pairs to 10 'show' number pairs to ten using apparatus name common 2d shapes name common 3d shapes explore which shapes have shapes 'inside' i.e triangles in a square tell you which object is longer/ shorter, heavier / lighter, full / empty using the correct vocabulary. tell you different ways to ake a number up to 10 using equipment and verbally. copy repeating patterns create my own repeating pattern.</p>

<p><b>KUW</b>  Understand that some places are special to members of their community.  Recognise key stories from the Bible or other important Religious documents.  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.</p>	<p>I can...  talk about some religious stories.  recognise some religious words, e.g. about God.  identify some of my own feelings in the stories I hear.  identify a sacred text e.g. Bible, Torah.  tell you how a 'hot' country or holiday destination is different to where we live  name one way sea creatures are adapted to live in their environment  sort sea creatures into the different environments they live in i.e. rock pool, shoreline, deep sea etc.</p>
<p><b>EA&amp;D</b>  Create collaboratively sharing ideas, resources and skills.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups.</p>	<p>I can...  work with a partner to create a model (lego)  work with a team of up to 4 children to create a specific model (lego)  sing familiar songs confidently (jubilee)</p>