


Summer Term 2 – Reception Plan: Under and Above

Big Questions	<p>What can you find under the sea? Can fish sing? What can you find above the clouds? How would you get to space?</p>						
	Week 1 5 th June	Week 2 12 th June	Week 3 19 th June	Week 4 26 th June	Week 5 3 rd July	Week 6 10 th July	Week 7 17 th July
Real life experiences	Healthy lifestyle – how can you be healthy at the beach?	Sports Day	Beach visit Rockpooling	Make space playdough	Paper mache planets	Make healthy rocket snacks – lollies, fruit kebabs. <small>- Comment on images of familiar situations in the past – explore how rockets have changed through history.</small>	Watch the KS2 performance Transition Celebrating the year
Role play	Under the sea			Space			
Main Focus	Oceans of the world	Animals under the sea	Plants under the sea	What is space?	Planets	Rockets	Last week!
Key Stories	The Big Book of the Blue Under the Sea Snail and the Whale Sharing a Shell Barry the Fish with Fingers	The Big Book of the Blue Commotion in the Ocean Rainbow Fish Tiddler The Whale who Wanted More	The Big Book of the Blue Ocean Non-fiction selection	Space Tortoise How to Catch a Star You Choose - in Space Non-fiction selection	Moon The Stars Non-fiction selection	Interstellar Cinderella Non-fiction selection Light on Cotton Rock	Change Moving on Growing up Celebration stories
Wow Moments	Exploring the World!	Sports Day & Garden party - singing	Beach visit - rockpools	Giant space art – make backdrop for the display	Use green screen to make photos of children in space	Build Rockets	Watch Aladdin
Phonics Constantly revisiting phase 2 & 3 & interventions from assessments	Phase 2,3,4 consolidation: Read polysyllabic words	Phase 2,3,4 consolidation: Read short stories	Phase 2,3,4 consolidation: Focus on phonics for spelling	Phase 2,3,4 consolidation: Focus on phonics for spelling	Phase 2,3,4 consolidation: Focus on phonics for spelling	Phase 2,3,4 consolidation: Focus on phonics for spelling	Phase 2,3,4 consolidation: Focus on phonics for spelling

Writing opportunities	Talk for writing Going on a Bear Hunt and then adapt to writing own about Going on a Fish Hunt.				Facts about space – make own books - Compare and contrast characters from stories, including figures from the past: Cinderella & Interstellar Cinderella		
Talk for Writing	Going on a Bear Hunt – innovate to Going on a fish hunt on last week				Space poems		
Maths Learning Objectives	ELG strand: Number Patterns Recognise odd and even numbers	ELG strand: Number Patterns Recognise odd and even numbers	ELG strand: Number Patterns Double numbers up to 5 + 5	ELG strand: Number Patterns Double numbers up to 5 + 5	ELG strand: Number Patterns Halve even numbers to 10	ELG strand: Number Patterns Halve even numbers to 10	Consolidation
Maths: Friday	<p>Balance: Shape, Space and Measure. Compare weight/mass</p> <p>Balance: Shape, Space and Measure. Capacity: Recognise when something is full, half full or empty.</p>						
Continuous Provision	<p>Craft area: cut and stick map of the world.</p> <p>Small world play: turn tuff tray into the world</p> <p>Outdoor area: explore water - oceans</p> <p>Fine motor skill: trace the map of the world using tracing paper</p> <p>Gross motor skills: swimming on land</p> <p>Construction: build boats</p> <p>Maths area: number bonds to ten</p> <p>Mark making/ Writing area: water patterns and words</p> <p>Reading area: assortment of fiction which focus on the sea</p>	<p>Craft area: use highlighters and wax relief to observe textures/ colour</p> <p>Small world play: create imaginary underwater worlds</p> <p>Outdoor area: use the water tray to explore the animals.</p> <p>Fine motor skill: use beads to outline the sea animals</p> <p>Gross motor skills: move like sea animals</p> <p>Construction: build an imaginary underwater world</p> <p>Maths area: number bonds to 10</p> <p>Mark making/ Writing area: label sea creatures</p> <p>Reading area: assortment of fiction which focus on the sea</p>	<p>Craft area: colour coral</p> <p>Small world play: create mini rockpools on plates</p> <p>Outdoor area: make a giant rockpool</p> <p>Fine motor skill: make coral O beads on pipe cleaners</p> <p>Gross motor skills: roll like the ocean.</p> <p>Construction/ junk modelling: build an imaginary underwater world</p> <p>Maths area: number bonds to 10</p> <p>Mark making/ Writing area: label sea plants</p> <p>Reading area: assortment of fiction which focus on the sea</p> <p>Loose parts: create a coral reef</p>	<p>Craft area: cut out planets</p> <p>Outdoor area: use balls to create a solar system</p> <p>Fine motor skill: collage of the planets</p> <p>Gross motor skills: roll balls/ planets</p> <p>Construction: build outer space.</p> <p>Maths area: doubling up to 5</p> <p>Mark making/ Writing area: write the name of the planets</p> <p>Reading area: explore fiction and non-fiction about space</p> <p>Loose parts: use the beads to make stars</p>	<p>Craft area: junk model planets</p> <p>Small world play: solar system</p> <p>Outdoor area: build a giant planet</p> <p>Fine motor skill: use small stars to make constellations</p> <p>Gross motor skills: be shooting stars!</p> <p>Construction: build a solar system</p> <p>Maths area: doubles to 5</p> <p>Mark making/ Writing area: make up alien names</p> <p>Reading area: explore fiction and non-fiction about space</p> <p>Loose parts: use natural materials to make stars</p>	<p>Craft area: junk model rockets</p> <p>Small world play: solar system</p> <p>Outdoor area: build a giant rocket</p> <p>Fine motor skill: use small shapes to make models of rockets</p> <p>Gross motor skills: fly like a rocket!</p> <p>Construction: build a solar system</p> <p>Maths area: doubles to 5</p> <p>Mark making/ Writing area: make up alien names</p> <p>Reading area: explore fiction and non-fiction about space</p> <p>Loose parts: use natural materials to make a rocket</p>	<p>Craft area: junk model rockets</p> <p>Small world play: solar system</p> <p>Outdoor area: build a giant rocket</p> <p>Fine motor skill: use small shapes to make models of rockets</p> <p>Gross motor skills: fly like a rocket!</p> <p>Construction: build a solar system</p> <p>Maths area: doubles to 5</p> <p>Mark making/ Writing area: make up alien names</p> <p>Reading area: explore fiction and non-fiction about space</p> <p>Loose parts: use natural materials to make a rocket</p>

<p>Science</p> <p>Seasonal Changes</p> <p>Everyday Materials</p>	<ul style="list-style-type: none"> • Comments and questions about the place they live or the natural world., <p>-maps/ draw a map of where they live - house</p>	<ul style="list-style-type: none"> • Comments and questions about the place they live or the natural world., <p>-maps/ draw a map of where they live – st Erth</p>	<ul style="list-style-type: none"> • Comments and questions about the place they live or the natural world., <p>-continents and oceans</p>	<p>Everyday Materials:</p> <ul style="list-style-type: none"> • Discuss the things they have observed such as natural and found objects. <p>-materials found in the ocean</p>	<p>Everyday Materials:</p> <ul style="list-style-type: none"> • Discuss the things they have observed such as natural and found objects. <p>-materials found on land</p>	<p>Everyday Materials:</p> <ul style="list-style-type: none"> • Discuss the things they have observed such as natural and found objects. <p>-natural or manmade?</p>	<p>Everyday Materials:</p> <ul style="list-style-type: none"> • Discuss the things they have observed such as natural and found objects. <p>-natural or manmade?</p>
<p>Design & Technology</p>	<p>Outdoor/ forest schools: Palm drills, tree cookie necklaces Bug hotels in mugs Making dens Flower crowns using willow</p>						
<p>Art</p> <p>Artist focus: Jackson Pollack (spatter technique)</p>	<p>Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Mondrian: explore colour and shape</p> 						
<p>Painting, printing and colour</p> <p>Rubbings – create different rubbings in different colours to use to create textures. Use these to turn into a sea animal collage.</p>	<p>Drawing - Line, pattern and texture</p> <p>-draw sea creatures</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Collage, sculpture and 3-D art</p> <p>Make clay sea creatures</p> <p>Explore how to join clay together to make a structure strong.</p>	<p>Painting, printing and colour</p> <p>Print the planets – explore colours and textures</p> <p>Use different tools/ items to print and create different effects for different planets. Include spattering like Jackson Pollack.</p>	<p>Collage, sculpture and 3-D art</p> <p>Build rockets and planets</p> <p>Use papier mache planets – children to learn the technique of using balloons to paper mache.</p>	<p>Free choice!</p>		

<p>Music</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Singing: Under the Sea songs, prepare to perform for Garden Party.</p>	<p>Singing: Under the Sea songs, prepare to perform for Garden Party.</p>	<p>Singing: Under the sea – movement, song and story: https://www.bbc.co.uk/teach/school-radio/listen-and-play-under-the-sea/zm6xwty</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>- Combine different movements with ease and fluency</p> <p>Link movements to stars, planets, rockets. Look at images from James Webb telescope for inspiration https://www.dailysabah.com/life/science/what-scientists-will-learn-from-webbs-dancing-galaxies-baby-stars</p>			<p>Enjoy the KS2 show – comment on the music in the performance and enjoy a live drama production.</p>
<p>Computing</p>	<p>Digital Photos and Videos</p> <p>1. Taking photos and videos 2. Using photos and videos</p>	<p>Digital Photos and Videos</p> <p>1. Taking photos and videos 2. Using photos and videos</p>	<p>Digital Photos and Videos</p> <p>1. Taking photos and videos 2. Using photos and videos</p>	<p>Programming</p> <p>1. Beebots 2. Code-a-pillar</p>	<p>Programming</p> <p>1. Beebots 2. Code-a-pillar</p>	<p>Programming</p> <p>1. Beebots 2. Code-a-pillar</p>	
<p>P.E: Friday Health and Fitness</p> <p>Agility: ball chasing Static Balance: floor work EXS: I am aware of the changes to the way I feel when I am exercising. EXC: I am aware of why exercise is important for good health.</p>	<p>Real PE: Health and Fitness skills Agility Lesson 1</p> <p>Warm up: The hairy, scary woods. Skill: Exploring Ball Chasing. Skill application: Two Cheeky Squirrels.</p>	<p>Real PE: Health and Fitness skills, Agility Lesson 2</p> <p>Warm up: The hairy, scary woods. Skill: Ball Chasing. Skill application: Two Cheeky Squirrels.</p>	<p>Real PE: Health and Fitness skills, Agility Lesson 3</p> <p>Warm up: The hairy, scary woods. Skill: Ball Chasing. Skill application: Collecting nuts for winter.</p>	<p>Real PE: Health and Fitness skills, Static Balance Lesson 4</p> <p>Warm up: Little Kitties time to play. Skill: Exploring Floor Work. Skill application: Hungry, Hungry Caspar Cat.</p>	<p>Real PE: Health and Fitness skills, Static Balance Lesson 5</p> <p>Warm up: Little Kitties time to play. Skill: Floor Work. Skill application: Hungry, Hungry Caspar Cat.</p>	<p>Real PE: Health and Fitness skills, Static Balance Lesson 5</p> <p>Warm up: Little Kitties time to play. Skill: Floor Work. Skill application: Create a cat.</p>	<p>Ball games- application of skills learnt.</p>
<p>R.E: Friday F6. What times/ stories are special and why?</p>	<p><u>To discuss our own favourite books and stories.</u> Recap our previous learning about different faiths Explain that this term we will be learning about stories that are</p>	<p><u>To name a book that is special to Christians.</u> Recap learning about their favourite stories last week. Show a photo of a lectern from our learning about churches last term.</p>	<p><u>To retell and discuss a Bible story.</u> Recap learning about the Bible from last week. Briefly discuss the story of Noah's Ark. Read the story of the good Samaritan. Act it</p>	<p><u>To retell and discuss a Hindu story.</u> Recap the Good Samaritan story from last week. Discuss Hinduism and their special book- Bhagavad Gita. Look at a</p>	<p><u>To retell and discuss a Muslim story.</u> Recap the story about Ganesh from last week. Discuss our previous learning and Islam and their special book- Quran. Discuss the</p>	<p><u>To compare stories from different faiths.</u> Briefly recap the three stories that we have read over the last few weeks. Can we sort the images/ words into the correct hoops? Are there</p>	

	<p>special to Christians, Muslims and Hindus. Read the children my favourite story from when I was young and explain why I like it/ what happens in it etc. (The Sand Horse) Talk about their own favourite stories and books.</p>	<p>Introduce the Bible as a special book for Christians, explain that it teaches Christians about God and Jesus. They read the Bible at church but also at home. Read Noah's Ark and think about what we can learn from it.</p>	<p>out. Discuss the story- what do you think Jesus was like? What feelings did you have in the story? What can we learn from the story?</p>	<p>picture of Ganesh and discuss. Read the story about Ganesh and the cat. Discuss the story- What feelings did you have in the story? What can we learn from the story?</p>	<p>Prophet Muhammed. Read the story of the Prophet and the cat. Discuss the story- What feelings did you have in the story? What can we learn from the story?</p>	<p>any that are the same? What is the same/ different about the stories? Discuss which story they liked the best and why. Write about their favourite story that we have learnt about over the last few weeks.</p>	
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Development Matters Recap Autumn strands and introduce Spring strands

Communication and Language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases
- Engage in story times.
- 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.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene

	<ul style="list-style-type: none"> - Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
Physical Development	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility. - 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. - Develop the foundations of a handwriting style which is fast, accurate and efficient - Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
Literacy	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - 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. - Spell words by identifying the sounds and then writing the sound with letter/s

	<ul style="list-style-type: none"> - 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.
Mathematics	<ul style="list-style-type: none"> - Count objects, actions and sounds. - Subitise - Link the number symbol (numeral) with its cardinal number value - Count beyond ten. - Compare numbers - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0-5 and some to 10. - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Continue, copy and create repeating patterns. - Compare length, weight and capacity.
Understanding the World	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Draw information from a simple map. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside - Recognise some environments that are different to the one in which they live - Understand the effect of changing seasons on the natural world around them.
Expressive Arts and Design	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups.