

Personal, Social & Emotional Development

- See themselves as independent learners and value their own efforts and successes and reflect on and recognise achievements during the year
- To be able to show empathy towards others without being guided or prompted
- Be a confident learner in the classroom environment and select, adapt and use activities and resources with independence, skill and self-reliance
- Recognise desired behaviour and demonstrate this towards peers and adults
- To find out about my own self/body and to realise the importance of taking care of myself holistically as part of Jigsaw sessions
- To have mastered social skills such as how to help others and resolve arguments as well as to share and negotiate with peers when working and playing alongside each other
- To understand how to care for themselves given the change of seasons and what this means for self-care
- To reflect on the year in Reception and think about the changes and challenged we will face moving forward into year one
- Begin to prepare for transition into year one by taking part in Roll up day, story time with KS1 teachers, some joint play times with new teaching staff.

Ideas for interactions, activities and continuous provision

- Develop team building skill when in sports day teams
- To take part in Jigsaw PSHRE sessions to reflect and discuss feelings.
- Find out about changes including growing up, fun and fears and my body and how it helps me
- As part of classroom routines, children will select resources to make creations, share with friends and develop their learning holistically
- Class assembly which will be held in front of friends and families- children will be encouraged to say a line/hold up their paintings if they choose to, following on from practising in front of a larger classroom group
- Targeted, specific facilitated play will occur weekly where children will be provided with a scaffold for successful interactions, turn taking and sharing of ideas
- Children will be encouraged care for their bodies e.g to put their own sunscreen on and will be reminded of the importance of it- Summer sun safety
- Opportunities to meet KS1 staff as we approach transition time
- Support children in making new friends in Year 1, changes and what to expect in their new classes- trips to new classrooms, friendship groups and new activities which will take place

Key Vocabulary

Habitats: woodland, forest, bark, stream, toadstools, shoreline, rock pool, sand dune, cliff, barnacles

Castles: (recap prior learning: maps, directions) landmarks, towers, moat, turrets, drawbridge, canon, protect, defend, Duke, Duchess, knight, stable hands, blacksmith, baker, chambermaid, Lord, lady, jester, prince, princess, servant

Communication & Language

- To engage in conversation and answer questions which require higher level thinking skills and vocabulary articulation
- Ask their own who, what, why and how questions to clarify understanding.
- Hold quality conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Demonstrate the ability to listen for longer periods by engaging with topic stories and core books in preparation for Year 1
- To have confidence to speak to new teachers as part of transition
- Have confidence to strike up new friendships from children in other classes as part of transition time
- During investigative work and through stories, answer a range of how and why questions with growing confidence
- To have an awareness of the needs of the listener and speak in clear sentences, adopting the correct tense more frequently- maintain eye contact
- Develop and explore vocabulary of Summer, castles, woodland and seaside habitats and use new and learnt vocabulary during play and child initiated time

Ideas for interactions, activities and continuous provision

- In discussion sessions, children will be encouraged to speak in the past tense as they reflect on their year in Reception
- Through shared story sessions, allow children the opportunity to respond to questions or add comments/thoughts on the topic of discussion e.g history of castles and imagining what it would have been like to live/work there in different roles
- Children will consider whether they agree or disagree with other people's thoughts and with support, to articulate their reasons.
- Use language for thinking when writing invitations/letters in castles topic
- Develop the use of inference to detect and predict story events
- Continue to recognise the structure of a story and make predictions, giving their reasons why
- Semantics and structural make up of sentences will be modelled and scaffolded by adults
- Opportunities to explore open-ended questions through dialogue
- Children will engage in imaginative play and back and forth conversations within the classroom home corner, small world and construction areas

Physical Development

Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others
- To independently dress themselves
- Develop confidence, competence, and ability when undertaking specific sports activities and skills, such as skipping, egg and spoon and hurdles in preparation for sports day
- To know about and practise staying safe in the sun

Fine motor

- Demonstrate the acquired fine motor skills to use a range of tools with complete confidence and consistency
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Continue to develop the ability to write using the correct RWI letter formation
- To build muscle strength in fingers and to develop dexterity
- To independently manage buttons, zips and fastenings on clothing

Ideas for interactions, activities and continuous provision

Gross motor

- Children will practise different sports events in preparation for sports day which will also build stamina and develop confidence with specific skills
- Children will use sports equipment to show control (e.g. target throwing of howler)
- Opportunities to reflect on the summer weather and make sure they are sun safe e.g. when playing outside

Fine motor

- Continue to use fine motor skills when creating topic based art and during child initiated topic provision activities.
- Use a variety of crafting equipment and resources when making model castles and continue to develop the skill of joining materials
- Shaking musical instruments to the beat e.g. egg shakers and glockenspiels in Charanga sessions
- Clapping hands to the pulse of a song and playing copycat rhythm games
- Use scissors to cut in a straight line when creating and crafting

Key Questions

- What differences are there in woodland habitats and seaside habitats?
- Can you name any local castles? Could you find it on a map?
- What is a Castle used for?
- What were the roles of different people in castles in the past?

Enrichment

Sports Day
Roll up Day
Transition activities
Artsmark Project
Lilidorei/Alnwick Gardens visit

Child-Led Topics and Activities

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children.

Reception Medium Term Plan- Pear Class Summer 2 2023

Here and There in our Local Habitats around Alnwick

Castles, Knights and Dragons

Outdoor learning opportunities

Sustained Shared Thinking

Key vocabulary

Cohort specific needs identified with ongoing assessment

Understanding the World

- Understand the effect of changing seasons on the natural world around them
- Care for growing crops and produce, monitoring the changes they can see
- Understand the need to respect and care for living things
- Show curiosity by exploring, discovering and explaining within the environments around them, describing what they see, hear and feel whilst outside
- make comparisons within their local environment**
- Draw information from a simple map
- Talk confidently about the roles that people take on in their local community
- _Comment on images of familiar situations in the past
- Talk about, explore and complete simple programs or apps. For example, give directions to solve problems
- Compare and contrast characters from stories, including figures from the past
- Recognise that religious people have places that are special to them and different beliefs

Ideas for interactions, activities and continuous provision

- Continue to Care for and look after Pear Class garden, watering and pruning our growing produce**
- Investigate seasonal changes in our outdoor environment, identifying signs of summer (birds singing, grass being cut, wearing sun cream because it is hot)**
- Discuss why nature is special and how we can look after our world (recycling/planting etc)**
- children will learn about the features of the local woodland and seashore habitats and compare the similarities and differences that they would be able to see, hear, touch and smell here
- children will investigate and explore some of the woodland and seashore features within the investigation area: shells, bark etc encouraging independent description and comparison**
- Children will use Google Earth to explore Alnwick from a 'birds eye view'
- Identify Alnwick on a map of the UK and begin to understand that Alnwick is in the country England
- Construct a large- scale map of Alnwick using construction materials, building the local landmarks and features they have identified on a map of Alnwick
- Programme directions for the robot to move on the map from our school to the Alnwick Castle
- Know why castles were built in the past and understand what they were used for (protection/defence etc)
- Begin to identify the features of a castle and know how they worked: (drawbridge, moat etc)
- Investigate who lives in Alnwick Castle today and what their roles are, comparing this to the roles of the people who worked in the castle in the past (Duke/Duchess, Knights, servants etc)
- Use stories as a stimulus to explore mythical figures from castles: knights and dragons
- Utilise the IPADs to film role -play of the people who lived in the castle in the past
- Discussion and investigation into which places are special and why as part of RE unit F5

Expressive Arts and Design

- Explore form by experimenting with lines of different thickness using a pencil and other tools
- Experiment with a variety of media to explore texture and form
- Choose and use colour for a purpose, explaining the reasons for choice
- When working creatively, independently or as a group- generate, adapt and refine ideas
- Work collaboratively sharing ideas, resources and skills
- Listen attentively, move to and talk about music, expressing their feelings and responses
- 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
- Develop storylines in their pretend play

Mathematics

Consolidation of numbers within 10

- Number composition, counting order, number bonds to 5/10, one more/one less
- White Rose Maths- To 20 and Beyond
- Build numbers beyond 10
- Count patterns beyond 10
- Spatial reasoning/ Match, rotate, manipulate
- First, then, now
- Adding more and taking away

Ideas for interactions, activities and continuous provision

- Mastering Number Sessions
- Opportunities to use tens frames, loose parts and numicon to build and represent numbers beyond 10.
- Use real objects and other manipulatives such as numicon and bead strings to explore composition of numbers beyond 10.
- Use visual representations to explore the counting patterns beyond 10.
- Practice counting forwards and backwards beyond 10.
- Children will use shapes and various loose parts to explore spatial reasoning, matching, manipulating, positional language etc.
- Opportunities to use real objects to explore the first, then, now structure to add more (and takeaway) to create mathematical stories.

Mastering the Curriculum

Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child-initiated exploration and play.

Ideas for interactions, activities and Continuous provision

- Weekly Drawing club sessions will enable children to express their ideas, feelings, thoughts and ideas about a story, developing their drawing skills with a focus on utilising lines of different thickness choosing colour for purpose
- Children to create a seashore collage including detailed line drawings of the animals who live here
- Drawing treasure maps/seashore/woodland/castle features within provision using a variety of tools
- Create end of year 'This is me' self-portraits as an assessment tool of the skills acquired in drawing throughout the year
- Study the work of fantasy artist Anne Stokes and create our own line drawings of dragons
- Mould and manipulate clay to produce the features and landmarks of a large scale whole-class representation of a map of Alnwick
- Engage with our whole school Artsmark week culminating in our art being displayed within our whole school art exhibition
- Children will have daily opportunities to build/design (independently and collaboratively) using loose parts based upon topic learning or their own fascinations (castles, maps, woodland, seashore)
- Children to use construction/junk model materials to explore the features of a castle and to create 3d maps
- Children engage in Pear Class assembly performing to an audience
- Weekly Charanga music sessions 'Reflecting, Rewinding and Replaying'. Children will revisit, appraise and compose
- Children to engage in role play based on topic learning on castles and according to own interest (home corner, castle)

Literacy

Word reading and writing

- Read and write simple cvc words with confidence and fluency (group B)
- Read and write simple sentences independently (ditty, red, green, purple)
- Continue to recognise and understand the use of some punctuation such as question marks, exclamation marks and full stops
- Read and write some common exception words in line with RWInc phonic programme (ditty, red, green group)
- Continue to develop knowledge of letter names and link these with letter sounds**
- Form capital letters with growing accuracy (with visual prompt for support if needed)**
- Use set 1 (all) and set 2 sounds (green/purple group) confidently when reading and writing across the curriculum
- Re-read what they have written to check that it makes sense focusing on finger spaces**
- Continue to Utilise the writing criteria heart to ensure that they are remembering to use a capital letter, finger spaces and full stop in their writing

Comprehension

- Engage in conversations about stories and extend vocabulary through comprehension discussions and activities
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Ideas for interactions, activities and continuous provision

Word reading and writing

- Daily RWInc sessions to build confidence with decoding and segmenting words according to the children's level
- Using, developing and recapping key vocabulary during carpet discussions, in small world and role play situations (in supported facilitated play) and through the use of vocabulary wall
- "showing off" our independent writing skills in response to topic based learning/ child initiated fascinations (writing own stories, recipes, captions, labels, invitations etc)
- Alphabet matching games**
- Opportunities for children to practise formation of capital letters in provision**
- Encourage children to self- edit, reflect and amend writing in RWI and during child initiated activities**
- Children will enjoy daily story sessions, reading non- fiction and fiction stories
- Comprehension
- Daily story sessions with whole class, encouraging children to talk about stories, looking at the structure and events
- Encourage use of imaginative, descriptive and ambitious vocabulary and story re-tell

Class Theme Related Literature

- Including but not limited to:**
- Look What I found in the Woods
- Little Red Riding Hood
- The Selfish Shellfish
- On the Seashore
- How to Catch a dragon
- Pete the Cat and the Treasure Map
- In the Castle
- How To catch a Dragon
- The Castle the King Built
- Zog
- Rose Learns about Transition