

### Personal, Emotional & Social Development

- Work co-operatively on group activities related to planned topics - jungle themed safari camp, reception assault course, ice cream shop and own interests
- Work with growing independence and provide systems for finding help – word mats, numberlines, peers, adults
- Show care and concern for animals in the environment.
- Opportunities to build confidence for transition to Year 1
- Recognising achievements throughout Reception year (what can I do now that I couldn't do then?)
- Reflecting on own and other's work with positive comments and 'wishes' (ideas for improvement)

### Physical Development

- Talk about and practice staying safe in the sun
- Create a jungle themed camp using large equipment.
- Move with good control and co-ordination like jungle and seaside animals/mammals and over/under obstacles using outdoor equipment- crawling like a crab, flying like a seagull
- Continue to encourage correct pencil grip and letter formation - how would we teach this to the new reception starters?
- Discuss healthy foods could be included in a picnic for the seaside, to take on safari and to go on our class outing
- Create an end of reception assault course.
- Skipping, balancing, running for sports day

### Communication & Language

- Share stories about holidays and summer time
- Anticipate and comment on key events within stories
- Answer 'how' and 'why' questions relating to stories that are read as a class and explorations about floating and sinking
- Talk about own experiences- holidays/animals we have seen/our year in reception.
- Speaking in the past tense about what we have achieved this year.
- P4C – what you would need to take in your jungle camping bag? Why?
- I wonder what this shell has seen? Who lived in it? Where has it been?
- Creating and telling our own sharing a shell adventures
- Seaside tray: guess the missing object.
- Discussing male figures who are special in our life (father's day)
- Following instructions in a trail on our class outing

### Mathematics

- Count in 2s and 10s (extend to 5 if capable)
- Double and half numbers
- Share into equal groups
- Add by counting on
- Know odd and even numbers (up to 10 or 20)
- Subtract within 10 and extend to 20
- Solve 1 step problems with + and – including missing number problems
- Use language of estimation outdoors: shells in a bucket/which seaside products weigh the most), how tall are you with string?
- create repeating patterns using animal skins utilising the ABA, ABBA and ABC sequences.
- Investigate capacity outdoors – which buckets hold the most, least, full, nearly full, nearly empty, empty, half full.
- Use and name different 3D shapes to build a boat.
- Produce a chart for favourite jungle animals and interpret from this which is the most popular animal and which is the least.
- Introduce and use 1p, 2p, 5p, 10p coins to reinforce and apply counting skills in real life situations
- Consider using the language of weight if adding different amounts of animals to your boat affects how it works.
- Measuring our height now at the end of reception, how has it changed?

**Continue to Master and practise:**

Number formation (CC)

Counting forward and backwards to 20 (CC)

Telling the time to the hour and half hour (CC)

### **Reception Medium Term Plan Summer 2 2021**

Seaside,  
Jungle  
Transition

Outdoor learning

Sustained/shared thinking / Enquiry questions

CC = Covid catch-up



### Literacy

- Use phonic knowledge (set 1 and set 2 sounds) to read and write with growing independence across the curriculum
- Continue to use letter names and link these with letter sounds
- Continue to create short sentences using red words
- Create independent short stories about travelling to the seaside, jungle or relating to own current interests
- Produce a list about what we would need to pack in our bags to go to the seaside.
- Create imaginative stories from the song **walking through the jungle**
- Create rock pool adventures
- Hearing and writing rhyming words in **Rumble in the Jungle** and write a description about their favourite animal in the story.
- Produce 'my favourite memories of this year' and present it.
- Create a postcard Winnie the Witch might send to one of her friends.

### Understanding the World

- Make comparisons between known environments, for example Alnwick and Alnmouth
- Look for and talk about key features of our environment in Alnwick on our class outing around our town
- Research the different animals that you might find in the jungle and compare these to those found in the wild in our local environment (use iPads for research)
- Research and name the sea life that can be found around our coast line
- Compare a variety of sea shells and identify similarities and differences
- Discuss where we have been on holiday and where we might be going in the summer, creating writing summer 'bucket list.'
- Investigate floating and sinking using own boats and test out own ideas.
- Explore suitable habitats for living creatures that we know
- Explore past and present in children's lives by making a family tree and using this as the starting point for discussions

### Expressive Arts and Designs

- Listen to recorded sounds of the seaside and Debussy's La Mer and produce own seaside music inspired by this.
- Create movements to accompany this seaside related music
- With stimulus of calm and stormy seas, create a 3d seaside picture/mobile using media found on the beach – shells, sand, driftwood etc.
- Make observational drawings of different types of animals (seaside /jungle)
- Understand camouflage and why it is used by animals- set up our own campsite using our own camouflage.
- Plan and design our very own named ice cream cone.
- Listen to and make jungle sounds using instruments and record this.
- Create seaside boats using natural materials (driftwood, shells etc)
- Select the appropriate materials and joining techniques to create jungle binoculars
- Set up and create own games in role play areas – garden club, ice cream shop

### 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.

### 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.

### Class Theme Related Literature

Winnie The Witch at the Seaside  
Topsy and Tim at the Seaside  
Sharing a Shell  
Rumble in the Jungle

### Class Theme related Songs and Rhymes

Walking through the jungle  
Down in The Jungle  
Big Blue Ocean  
I do like to be beside the seaside  
Debussy's La Mer