





Medium Term Planning Template  
Term: Summer 2 Year: Reception

*At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.*

Curriculum Drivers			
<p>Use of technology</p> 	<p>The Natural World</p> 	<p>Diversity</p> 	<p>Values Health and Well-being</p> 
<p>Topic Name: Summer 2 In the Sea</p>			
<p>Key Questions:</p> <p>What can we see in the ocean?</p> <p>What does my new classroom look like?</p>			
Communication and Language		Physical Development	
<p>~I listen and respond with relevant questions, comments or actions Discussions around core texts and non-fiction books, at the start of the topic find out what they know and what they would like to find out. Display some of the children's questions (link to where can we find things out)</p> <p>~I make comments and clarify thinking by asking questions (linked to non-fiction books this term and Terrific Texts)</p> <p>~I can use a conjunction when speaking</p> <p>~I am confident retelling stories I am familiar with.</p> <p>~I use new vocabulary confidently</p> <p>~I can use past, present and future tenses to articulate my ideas.</p> <p>~I am beginning to understand humour e.g. nonsense rhymes and jokes.</p> <p>~I may be able to tell some jokes of my own.</p> <p>Under the sea jokes</p>		<p>Fine Motor skills ~I enjoy threading, cutting, weaving, playdough, fine motor activities. These activities are becoming more challenging as my skills develop.</p> <p>~I can form most letters correctly. Morning welcome activities handwriting focus</p> <p>~I can draw simple shapes Provision activities opportunities to draw and make shapes</p> <p>~I confidently build with a range of construction materials</p> <p>Under the sea 3D models with reclaimed materials, sand castle contest at the beach, large scale building outside.</p> <p>Gross Motor</p> <p>~I can play team games P.E circuit of skills, team games as part of this.</p> <p>~I can take part in sports day and complete a circuit of activities</p> <p>~I can respond to music sometimes making up my own sequences of movements.</p>	
PSED			

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~I know and can talk about the different factors that support my overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian  
 ~I can talk about how I can be kind to animals.  
 Link to Clean up text, looking after the environment, plastics, recycling.  
 ~I can talk about how I can solve a problem.  
 ~I can show resilience in activities of my choosing.  
 ~I know the class rules and what is right and wrong.  
 ~I can show that I am reflective e.g. make changes to make something more effective etc.  
 ~I know its okay to make a mistake.  
 ~ I can complete challenges set with increasing confidence and resilience.  
 Increase challenges in provision

Terrific Texts to Support PSED learning

Also Texts to Support PSED VALUES DIVERSITY EYFS

English	Maths
<p><b>Reading</b></p> <p>~I can answer questions about a story.</p> <p>~I can ask a question and listen to the answer.</p> <p>~I can say what the difference between a fiction and a non-fiction book.</p> <p>~I can name a book or author I like and say why.</p> <p>~I can retell a story with actions and/ or picture prompts. Continue to develop and use Tales Toolkit</p> <p>~I can explain main events in a story.</p> <p>~I can talk about the characters/ setting</p> <p>~I can anticipate key events in a story and respond to what I hear by asking questions or making relevant comments.</p> <p>~I can make predictions</p> <p>~I am beginning to enjoy longer stories.</p>	<p>NCETM</p>
<p><b>Writing:</b></p> <p>~ I can write a simple sentence independently.</p> <p>~I am able to understand finger spaces and can use them, with or without a prompt.</p> <p>~I can sometimes use a full stop with or</p>	

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without a prompt.  
~I can phonetically sound out words I do not know.  
~I can use a grapheme mat to support my independence.  
~I may be able to spell some key words correctly.  
~I can write a simple sentence independently.  
~I may write several sentences or a simple story.

### Science (Understanding the World)

### History (Understanding the World)

~I can name at least three sea creatures.  
~I can say a fact about a sea creature.  
~I can talk about how I can help protect our oceans.  
~I can talk about floating and sinking and talk about the materials that float and sink  
~ I can use my knowledge of materials to make a boat.

~I can talk about someone in the present who works with animals Steve Backshall

Links to prior learning- habitats, where do animals live recap

### Geography (Understanding the World)

~ I can locate oceans on a map/  
Google Earth  
~I can name an ocean  
~ I can talk about the seashore and beach and identify features (linked to Saltburn trip)  
I can talk about different ways to help the environment e.g. recycling

Links to prior learning: Can you find England? Can you remember where the rainforests/ poles are?

### RE (Understanding the World) People and Communities

### PE (Physical Development)

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<p>I can talk about how to protect the oceans</p> <p>Events/ Celebrations World Ocean Day (June 8<sup>th</sup>) Chicks arrive (15<sup>th</sup> June) Sports Day (19<sup>th</sup> June) Father's Day, (21<sup>st</sup> June) Saltburn (3<sup>rd</sup> July) EYFS Wes Fest (16<sup>th</sup> July)</p>	<p>Team Games Circuits</p>
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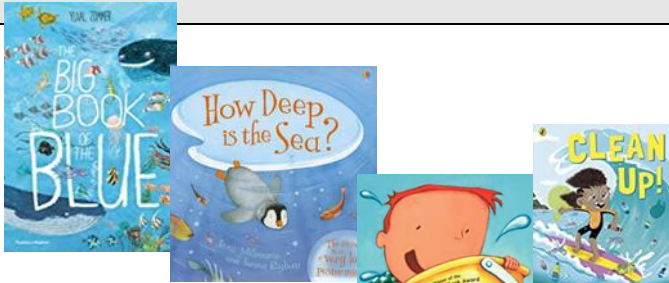
Art (Expressive Arts and Design)	Design Technology (Expressive Arts and Design)
<p>~ I can construct a water scene using different malleable materials.</p> <p>~I can use instruments to create my own water music using different containers filled with different amounts of water</p> <p>~I can create a role play scenario using the small world</p>	<p>~I can combine materials and techniques to make a 2 or 3 dimensional scene</p> <p>~ I can say how I could make my creation even better and adapt if needed.</p>

### Computing (Understanding of the World)

I can use Sketches School to create an under the sea picture

#### Vocabulary

Name of an ocean, Ocean animals, twilight zone, sunlight zone, midnight zone Coral, sea bed, submarine, explore, trench, reef Predator, carnivore, herbivore, omnivore Diver, oxygen tank, scuba mask, flippers Shipwreck, treasure, explorer

Key Texts	Special Events
	<p>Mystery Reader</p> <p>Water Fun Day</p>

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Trips, Events & Visitors	Whole School Events
Saltburn Trip  Sports Day	~Transition week
Questions	Characteristics of Learning
<p>What can we see in the ocean?</p> <p>What is the chick life cycle?</p> <p>What does my new classroom look like?</p>	<p><b>Playing and Exploring</b> <b>ENGAGEMENT</b> Finding and exploring Playing with what they know Be willing to have a go</p> <p><b>Active Learning</b> <b>MOTIVATION</b> Being involved and concentrating Keep trying Enjoying achieving what they set to do</p> <p><b>Creative and Critical Thinking</b> <b>THINKING</b> Having their own ideas Making links Working with ideas</p>

*Ambition Collaboration Curiosity Reflection Resilience Resourcefulness*