

## Summer 1 Reception Medium Term Overview of Planned Experiences- Explorers.



Medium Term Overview of Planned Experiences





Year-group: YR

Teacher: LD/EJ/LL/ RC

Term: Summer 1 Explorers

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>DATE w/c</b>	15.4.24 INSET 15.04.23	22.5.24  Earth Week	29.5.24	06 05 24  Bank holiday 06 05 24 Deaf awareness day 07 05 24	13.5.24	20 05 24  Walk to school week
<b>PRIME AREAS OF LEARNING</b>	<b>Personal, Social &amp; Emotional Development</b>	Value: Gratitude  Identify and moderate their own feelings socially and emotionally. Manage their own needs.	Value: Gratitude  Show resilience and perseverance in the face of challenge.	Value: Gratitude  Think about the perspectives of others. Build constructive and respectful relationships.	Value: Gratitude  See themselves as a valuable individual.	Value: Gratitude  Express their feelings and consider the feelings of others.	Value: Gratitude  Identifying when they do and don't need help.
	<b>Communication and Language</b>	Understand how to listen carefully and why listening is important.  Learn new vocabulary. Use new vocabulary through the day. Describe events in some detail. Develop social phrases. Use new vocabulary in different contexts.	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.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.	Engage in non-fiction books. Ask questions to find out more and to check they understand what has been said to them.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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	<p><b>Physical Development</b></p>	<p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>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.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>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.</p> <p>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.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>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.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>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.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Further develop the skills they need to manage the school day successfully.</p> <p>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.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
							


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<b>SPECIFIC AREAS OF LEARNING</b>	<p><b>Literacy</b></p> <p>Reading Tier 2 Vocabulary: Full stop Capital Letter Finger space Phoneme Grapheme Digraph Segment</p> <p><b>Writing</b></p> <p>Tier 2 Vocabulary: blurb blend retell research fiction non-fiction predict Explain index</p>	<p><b>T4W: How to Catch a Star</b></p> <p><b>Reading Skills: Farmer Duck</b></p> <p>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. Form lower-case and capital letters correctly.</p> <p><b>Previous learning recap: Who are your trusted adults?</b></p>	<p><b>T4W: How to Catch a Star</b></p> <p><b>Reading Skills: Farmer Duck</b></p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><b>Previous learning recap: How can you support your local community?</b></p>	<p><b>T4W: How to Catch a Star</b></p> <p><b>Reading Skills: Julian is a Mermaid</b></p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><b>Previous learning recap: Who would you call in an emergency? What is the number?</b></p>	<p><b>T4W: How to Catch a Star</b></p> <p><b>Reading Skills: Julian is a Mermaid</b></p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><b>Previous learning recap: What is your home address?</b></p>	<p><b>T4W: How to Catch a Star</b></p> <p><b>Reading Skills: On the Way Home</b></p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><b>Previous learning recap: How can you support your family at home?</b></p>	<p><b>T4W: How to Catch a Star- innovate</b></p> <p><b>Reading Skills: On the Way Home</b></p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><b>Previous learning recap: What do the coloured lanyards mean?</b></p>
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	<p style="text-align: center;"><b>Mathematics</b></p>	<p>White Rose Maths: <b>Building Numbers Beyond 10</b></p> <ul style="list-style-type: none"> <li>- Build and identify numbers to 20 (and beyond) using a range of resources</li> <li>- Using resources such as 10 frames, bead strings, numicon etc to begin seeing larger numbers are one full 10 and part of another 10 (<i>Can be extended to 2 full tens and 3 full tens</i>)</li> <li>- Recognise that the numbers 1-9 repeat after every full 10</li> </ul>	<p>White Rose Maths: <b>Counting Patterns Beyond 10</b></p> <ul style="list-style-type: none"> <li>- Count beyond 10 learning the number names in order</li> <li>- Count forwards and backwards to and from 20</li> <li>- Match numbers to quantities and symbols</li> <li>- Use knowledge of one-more and one-less to order and compare numbers</li> <li>- Represent numbers to 20 in different ways (ten square, numicon, objects, cubes etc)</li> <li>- Use representations that show one full ten and a part of ten (building on last week)</li> <li>-Spot mistakes/missing numbers in number sequences beyond 10</li> </ul>	<p>White Rose Maths: <b>Spatial Reasoning – Match, Rotate, Manipulate</b></p> <ul style="list-style-type: none"> <li>- Select and rotate shapes to fill a given space</li> <li>- Explain why they chose particular shapes and why other shapes might not fit</li> <li>- Match arrangements of shapes</li> <li>- Use positional language to describe where shapes are in relation to each other</li> <li>- Select shapes to complete picture boards or tangram outlines</li> </ul>	<p>White Rose Maths: <b>Adding More</b></p> <ul style="list-style-type: none"> <li>- Use real objects to add more</li> <li>- Start by re-counting all objects to add amounts 1, 2, 3...4, 5, 6</li> <li>- Develop onto subitising to count on e.g 3.....4, 5, 6</li> <li>- Create number stories using 10 frames, number tracks and fingers</li> </ul>	<p>White Rose Maths: <b>Taking Away</b></p> <ul style="list-style-type: none"> <li>- Use real objects to take items away</li> <li>- Begin by counting the objects out, taking away the required amount and then counting what is left</li> <li>- Develop onto subitising the number they are taking away from then taking away the required amount and then counting what is left</li> <li>- Create number stories using 10 frames, number tracks and their fingers</li> </ul>	<p><b>Spatial Reasoning – Compose and Decompose</b></p> <ul style="list-style-type: none"> <li>- Understand that shapes can be combined and separated to make new shapes</li> <li>- Explore how shapes can be combined or partitioned to make other shapes</li> <li>- Investigate how many different ways a given shape can be built using smaller ones</li> <li>- Explore the different shapes that can be made by combining a given set of shapes</li> </ul>
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<p style="text-align: center;"><b>Understanding the world</b></p> <p>Comment on images of familiar situations in the past.</p> <p>Key Historical figure: King</p> <p>Draw information from a simple map (beebots).</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Tier 2 Vocabulary: explore observe investigate Discover experiment describe examine try</p>	<p><b>Solar System</b></p> <p>What planet do we live on? Earth. Earth is the only planet that has water on its service. The Earth <b>orbits</b> the Sun. We live on Earth. The <b>sun</b> is a hot star at the centre of the solar system.</p> <p><b>Space travel</b>- You can travel to space in a rocket. If you travel to space you are called an astronaut</p> <p>- Watch rocket launches online. Tim Peake's Rocket Launch <a href="https://www.youtube.com/watch?v=bSfYdr8Oj9w">https://www.youtube.com/watch?v=bSfYdr8Oj9w</a></p> <p>- Who is Neil Armstrong? <a href="https://www.youtube.com/watch?v=cwZb2mqld0A">https://www.youtube.com/watch?v=cwZb2mqld0A</a> (First moon landing)</p> <p>Look at the <b>moon</b> landing and discuss that the moon is much smaller than the Earth and has no gravity. What is <b>gravity</b>? A force that pulls towards the centre of the Earth.</p>	<p>What would you wear to go to space? How it is different from being on Earth? What can the children remember?</p> <p>Do the children know any other planets? <b>Mercury</b> to the children and key facts: It is the closest to the sun, can be seen from Earth, it is the smallest planet and only a bit bigger than the moon. A year on Mercury is 88 days long.</p> <p><b>Venus</b>- no star, one day on Venus is as long as 117 days on Earth. Similar size to Earth.</p> <p><b>Mars</b>- two moons, called the red planet, similar seasons to Earth, has the tallest mountain in the solar system.</p> <p><b>Solar system</b>- collection of 8 planets and their moons in orbit around the sun.</p> <p>Mentos rocket experiment- add ingredients to curiosity cube</p>	<p>What planets are in the solar system? Which one is the closest/ furthest from the sun?</p> <p><b>Jupiter</b>- 50 moons, largest planet, rock core, 4 of its moons are the same size as planets.</p> <p><b>Saturn</b>- surrounded by rings which are made up of millions of ice crystals.</p> <p>Can you put the planets in order?</p> <p>Astronaut food – changes by removing and adding water.</p> <p>- To know what living things need in order to survive. Can you breathe in space?</p> <p>Planet song: <a href="https://www.youtube.com/watch?v=mQrIgH97v94">https://www.youtube.com/watch?v=mQrIgH97v94</a></p>	<p>Under the Sea Focus</p> <p>What do the children already know about the sea/ocean? How many animals can they name? Have they ever visited a seaside?</p> <p><b>Sea</b>- smaller than an ocean but mostly connected to an ocean.</p> <p><b>Ocean</b>- large space in sea, 5 oceans: Atlantic, Pacific, Indian, Arctic and Southern.</p> <p>Ocean song- <a href="https://www.youtube.com/watch?v=X6BE4VcYngQ">https://www.youtube.com/watch?v=X6BE4VcYngQ</a></p> <p>Look at Google Earth at the oceans.</p> <p><b>Coastline</b>- part of the country where the land</p>  <p>meets the sea.</p> <p><b>Beach</b>- an area of the coast usually covered in sand/stones.</p>	<p>Under the Sea Focus</p> <p>Recap on the names of the 5 oceans and key vocabulary.</p> <p>What would you need to wear/ take to explore the oceans?</p> <p><b>Wave</b>: Usually caused by wind creating a disturbance in the water.</p> <p><b>Tide</b>- the rise and fall of the sea level.</p> <p><b>Pollution</b>: When harmful liquids or objects are put in the sea.</p> <p><b>Habitat</b>: the place or type of place where animals live/grow.</p> <p style="background-color: yellow;">Frozen buckets of water with shells/ blue colouring?</p>	<p>Under the Sea Focus</p> <p>What zones are there in the ocean?</p> <p><b>Sunlight Zone</b>: the top layer of the ocean where most animals live.</p> <p><b>Twilight zone</b>: low levels of sunlight, no plants can grow here but animals such as shrimps and swordfish live here.</p> <p><b>Midnight zone</b>: No sunlight here so it is very dark Very few animals live here.</p> <p>What animals would you find in each zone?</p>
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	<p><b>Expressive arts and design</b></p> <p><b>Tier 2 Vocabulary:</b> Plan make review texture printing portrait painting modelling</p> <p><b>Tier 2 Vocabulary:</b> props imagine plot events costume character setting imagine props villain hero story act events</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> 		<p><b>Yarn Wrapped Planets</b></p> 			<p>Paint and pastel sea pictures:</p> 
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