

Medium Term Overview of Planned Experiences

Year-group: YR

Teacher: LD/EJ/LL/RC

Term: Summer 2 –In The Jungle

		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12- Moving on	Week 12
	DATE w/c	3.6.24	10.6.24	17.6.24	24.6.24	1.7.24	8.7.24	15.7.24
				National Sports Week 18 th -EYFS Sports Day and picnic	Assessment Week	2 nd - Transition Morning		
	Personal, Social & Emotional	Value: Respect	Value: Respect	Value: Respect	Value: Respect	Value: Respect	Value: Respect	Value: Respect
PRIME AREAS OF LEARNING	Development	What is Respect? How can we demonstrate it? Can I share my thoughts in a group or with the whole class? Can I independently choose the resources I need for my chosen activities? Can I adjust my behaviour to different situations? Can I talk about my behaviour and its consequences?	What is the rainforest? What animals might you find there? Can I share my thoughts in a group or with the whole class? Can I independently choose the resources I need for my chosen activities? Can I adjust my behaviour to different situations? Can I talk about my behaviour and its consequences?	What is a jungle? Can I talk about my favourite creatures? Can I describe an animal that lives in the jungle? Can I share my thoughts in a group or with the whole class? Can I independently choose the resources I need for my chosen activities? Can I adjust my behaviour to different situations? Can I talk about my behaviour and its consequences?	Can I share my thoughts in a group or with the whole class? Can I independently choose the resources I need for my chosen activities? Can I adjust my behaviour to different situations? Can I talk about my behaviour and its consequences?	Can I share my thoughts in a group or with the whole class? Can I independently choose the resources I need for my chosen activities? Can I adjust my behaviour to different situations? Can I talk about my behaviour and its consequences?	What have you enjoyed most about this topic? What has been your favourite part and why? Can I share my thoughts in a group or with the whole class? Can I independently choose the resources I need for my chosen activities? Can I adjust my behaviour to different situations? Can I talk about my behaviour and its consequences?	Can you discuss Year 1 with an unfamiliar person? What can you find out about it? Can I share my thoughts in a group or with the whole class? Can I independently choose the resources I need for my chosen activities? Can I adjust my behaviour to different situations? Can I talk about my behaviour and its consequences?

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Communication and Language	Share news about half term - where did you go? What was your favourite part and why? Can I use past, present and future forms accurately when talking about past and future events? Can I follow instructions involving several ideas or actions? Can I answer 'how' and 'why' questions in response to stories or events? Can I develop my own narrative and explanations by connecting ideas or events?	What do you know about the rainforest? What would you like to find out? Can I use past, present and future forms accurately when talking about past and future events? Can I follow instructions involving several ideas or actions? Can I answer 'how' and 'why' questions in response to stories or events? Can I develop my own narrative and explanations by connecting ideas or events?	Can you speak in full sentences? Can I use past, present and future forms accurately when talking about past and future events? Can I follow instructions involving several ideas or actions? Can I answer 'how' and 'why' questions in response to stories or events? Can I develop my own narrative and explanations by connecting ideas or events?	Can I use past, present and future forms accurately when talking about past and future events? Can I follow instructions involving several ideas or actions? Can I answer 'how' and 'why' questions in response to stories or events? Can I develop my own narrative and explanations by connecting ideas or events?	Can I use past, present and future forms accurately when talking about past and future events? Can I follow instructions involving several ideas or actions? Can I answer 'how' and 'why' questions in response to stories or events? Can I develop my own narrative and explanations by connecting ideas or events?	Can I use past, present and future forms accurately when talking about past and future events? Can I follow instructions involving several ideas or actions? Can I answer 'how' and 'why' questions in response to stories or events? Can I develop my own narrative and explanations by connecting ideas or events?	Can we talk about all the things that have happened in YR? What would we tell the new children starting school? Can I use past, present and future forms accurately when talking about past and future events? Can I follow instructions involving several ideas or actions? Can I answer 'how' and 'why' questions in response to stories or events? Can I develop my own narrative and explanations by connecting ideas or events?
Physical Development	Can I show good control and co-ordination in large and small movements? Can I handle equipment and tools effectively, including pencils for writing? Can I explain the importance of physical exercise and a healthy diet? Can I talk about ways to keep healthy and safe? Writing focus - number formation. Gymnastics- jungle gym.	Can I show good control and co-ordination in large and small movements? Can I handle equipment and tools effectively, including pencils for writing? Can I explain the importance of physical exercise and a healthy diet? Can I talk about ways to keep healthy and safe? Writing focus - number formation Gymnastics- jungle gym	Can I show good control and co-ordination in large and small movements? Can I handle equipment and tools effectively, including pencils for writing? Can I explain the importance of physical exercise and a healthy diet? Can I talk about ways to keep healthy and safe? Writing focus - number formation Sports day	Can I show good control and co-ordination in large and small movements? Can I handle equipment and tools effectively, including pencils for writing? Can I explain the importance of physical exercise and a healthy diet? Can I talk about ways to keep healthy and safe? Writing focus - number formation	Can I show good control and co-ordination in large and small movements? Can I handle equipment and tools effectively, including pencils for writing? Can I explain the importance of physical exercise and a healthy diet? Can I talk about ways to keep healthy and safe? Writing focus - number formation	Can I show good control and co-ordination in large and small movements? Can I handle equipment and tools effectively, including pencils for writing? Can I explain the importance of physical exercise and a healthy diet? Can I talk about ways to keep healthy and safe?	Writing focus- number formation Using everything we have learned this year can we explore how to make up a game with a point scoring system?

Literacy T4W: Monkey Puzzle T4W: Innovate Reading Skills Treasury of songs Reading Skills: On My Way Reading Skills: On My Way Reading Skills: On Day on Reading Skills: On Day on **Reading Skills Treasury of** Reading Reading Skills: On Day on Writing Home Home Our Blue Planet... in the Our Blue Planet... in the Our Blue Planet... in the songs Can I use my phonic Rainforest Rainforest Rainforest knowledge to write simple Can I explain what is sentences? Can I use my phonic needed for a sentence? knowledge to write simple Can I use my phonic Can I read through my knowledge to write simple knowledge to write simple Can I use my phonic sentences? knowledge to write simple knowledge to write simple work? knowledge to write simple Can I read through my sentences? sentences? sentences? sentences? Can I write a whole story work? Can I read through my using our Talk for Writing sentences? Can I read through my Can I write a whole story work? work? work? work? skills? using our Talk for Writing Can I use key features of work? Can I write a whole story using our Talk for Writing narrative in my writing? skills? using our Talk for Writing Can I use key features of skills? skills? skills? skills? skills? narrative in my writing? Can I use key features of Recap of previous Can I use key features of narrative in my writing? narrative in my writing? narrative in my writing? narrative in my writing? knowledge: What narrative in my writing? creatures can you find in Recap of previous Recap of previous each ocean zone? **Recap of previous** knowledge: How is being knowledge: What are the ASSESSMENT WRITING Recap of previous knowledge: How would on the moon different names of the planets? knowledge: What would **Recap of previous OF LEARNING** you travel to space? What from Earth? What facts can you **Recap of previous** you need to wear/ take to knowledge: What are the would you wear? Who was remember about each knowledge: Where are explore the ocean? zones in the ocean called? the first person in space/ one? seas/ oceans found? What on the moon? is around them? SPECIFIC AREAS **Mathematics** Doubling Sharing and Grouping Even and Odd Spatial Reasoning (3) -Deepening Understanding Patterns and Relationships Spatial Reasoning (4) -- Learn that doubling means - Share items into 2 equal - Understand that quantities Visualise and Build This week is an opportunity for - Investigate relationship Mapping 'twice as many' that cannot be shared equally children to use the skills groups between numbers and shape - Understand that places and Understand the purpose of - Build doubles with real are odd and those that can are they've learnt to solve using mathematical resources - Distinguish between fair and models can be replicated maps and what they can be objects and mathematical problems - Consolidate use of simple even - Replicate simple used for unfair and equal and not equipment - Share amounts to identify patterns (AB, BC) and more construction, models, real - Understand that maps and equal - Double using ten frames whether they are odd and -Explore problems using complex ones (ABB, AAB, places and places in stories plans represent places and use - Link to part whole model and - Use language of doubling as AABB and AABBB) familiar stories or derived even - Use positional language to these to see where things are number bonds to 10 (half 10 is they build representations, for - Explore odd and even by describe where objects are in from children's play - Continue to copy and create in relation to other things 5, 5 and 5 is 10) instance 'double 2 is 4' grouping quantities into pairs - Create number stories a widening range of repeating relation to other items - Explore different maps of - If ready, extend onto sharing - Sort and explain doubles and - Understand number - Discuss different starting patterns and symmetrical - Visualise simple models by places they know and those between 3 or 4 different non-doubles from provided patterns, every other number playing barrier games and points when solving problems constructions they are less familiar with groups examples is odd or even and begin to - Make plans for how to solve following verbal instructions - Create own maps to - Share quantities where there notice odd and even structure a problem and carry it out represent models built. are items left over and suggest - Review and discuss strategies on number shapes familiar places and places in how this could be resolved - Comment on what went well stories or their wider learning and what could be improved

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Expressive arts and design	Pictures of a range of junk model animals.				
Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk					
about music, expressing their feelings and responses.					