

EYFS – Reception

<b>Reception</b> Jade and Emerald	Term 5 Summer 1	Enquiry Theme	Under the Sea		
		Enquiry Question	How can creatures live under the sea?		
Role play	Inside	Aquarium	Outside	Ship/ shipwreck	

Throughout all learning, the Reception Team will ensure activities and interactions which support the <b>Characteristics of Learning:</b>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Personal, Social and Emotional Development (PSED)</b> <b>Self-Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <b>ELG: Building Relationships</b>	<b>Self-Regulation</b> Show an understanding of their own feelings and those of others.	<b>Self-Regulation</b> Show an understanding of their own feelings and those of others.	<b>Self-Regulation</b> Show an understanding of their own feelings and those of others.	<b>Self-Regulation</b> Begin to regulate behaviour according to recognising feelings of others.	<b>Self-Regulation</b> Begin to regulate behaviour according to recognising feelings of others.
	<b>ELG: Managing Self</b> Manage own basic hygiene and personal needs, including dressing and going to toilet.	<b>ELG: Managing Self</b> Manage own basic hygiene and personal needs, including dressing and going to toilet.	<b>ELG: Managing Self</b> Understand importance of healthy choices.	<b>ELG: Managing Self</b> Understand importance of healthy choices.	<b>ELG: Managing Self</b> Explain reasons for rules, know right from wrong and try to behave accordingly.

Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Building Relationships</b> Continue to develop constructive and respectful relationships.</p>	<p><b>ELG: Building Relationships</b> Continue to develop constructive and respectful relationships.</p>	<p><b>ELG: Building Relationships</b> Continue to develop constructive and respectful relationships.</p>	<p><b>ELG: Building Relationships</b> Show sensitivity to own and to others' needs.</p>	<p><b>ELG: Building Relationships</b> Show sensitivity to own and to others' needs.</p>
<p><b>Physical Development (PD)</b> <b>Fine</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><b>Fine</b> Use a small range of tools including scissors and paint brushes.</p>	<p><b>Fine</b> Use a small range of tools including scissors and paint brushes.</p>	<p><b>Fine</b> Use a small range of tools including scissors and paint brushes..</p>	<p><b>Fine</b> Hold a pencil effectively – using tripod grip in most cases.</p>	<p><b>Fine</b> Use a small range of tools including scissors and paint brushes.</p>
<p><b>Gross</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Gross</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p><b>Gross</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p><b>Gross</b> Know and talk about different factors that support overall health.</p>	<p><b>Gross</b> Know and talk about different factors that support overall health.</p>	<p><b>Gross</b> Know and talk about different factors that support overall health.</p>

<p><b>Communication and Language (CL)</b></p> <p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and answers.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and answers.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and answers.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear and ask questions to clarify their understanding.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear and ask questions to clarify their understanding.</p>
	<p><b>Speaking</b></p> <p>Talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>Speaking</b></p> <p>Talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>Speaking</b></p> <p>Talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>Speaking</b></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	<p><b>Speaking</b></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>
<p><b>Literacy</b></p> <p><b>Word reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Phonics Letters and Sounds- Phase 3 and 4</b></p> <p><b>Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during</p>	<p><b>Texts:</b> Rainbow Fish, Tiddler, Commotion in the Ocean, A Hole in the Bottom of the Sea, The Snail and the Whale, Sharing a Shell, The Storm Whale, <a href="#">Mrs Armitage on Wheels</a></p>				
	<p><b>Word reading</b></p> <p><b>Phonics Letters and Sounds- Phase 2/3</b></p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p><b>Word reading</b></p> <p><b>Phonics Letters and Sounds- Phase 2/3</b></p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p><b>Word reading</b></p> <p><b>Phonics Letters and Sounds- Phase 2/3</b></p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p><b>Word reading</b></p> <p><b>Phonics Letters and Sounds- Phase 2/3</b></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge.</p>	<p><b>Word reading</b></p> <p><b>Phonics Letters and Sounds- Phase 2/3</b></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge.</p>
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## Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)

<p>discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p><b>Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p><b>Writing</b></p> <p>Write simple phrases or sentences that can be read by others.</p>	<p><b>Writing</b></p> <p>Write simple phrases or sentences that can be read by others.</p>	<p><b>Writing</b></p> <p>Write simple phrases or sentences that can be read by others.</p>
<p><b>Mathematics</b></p> <p><b>Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Geometry- Exploring patterns</p> <p>Addition and Subtraction- Count on and back</p> <p>Number and Place Value- numbers to 20</p> <p>Multiplication and Division- Numerical Patterns</p> <p>Measurement- measure</p>				
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country,</p>	<p><b>Past and Present</b></p> <p>Seasides from the past. Can the children describe similarities and differences between seaside settings from 50 years ago and current day seaside settings?</p>	<p><b>Past and Present</b></p> <p>Sailors Ahoy! Children to compare sailors and from the past to current sailors (marines).</p>	<p><b>Past and Present</b></p> <p>Sailors Ahoy! Children to compare anglers and from the past to anglers today) What has changed? Which anglers had the easiest time catching fish?</p>		

<p>drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>People, Culture and Communities</b></p> <p>Eid – how do Muslim people prepare for this special occasion? Compare to other preparations for special events that the children are aware of.</p>		<p><b>People, Culture and Communities</b></p> <p>Deaf Awareness</p> <p>How do deaf people communicate? Children to build on signs that they already know and to learn new signs.</p>		<p><b>People, Culture and Communities</b></p> <p>Walk to School Week – How can we help our community by walking to school?</p>
	<p><b>The Natural World</b></p> <p>What lives in the ocean? Children to name their favourite marine life and consider questions we will answer over the course of the term.</p>	<p><b>The Natural World</b></p> <p>Look at large sea life – fact files on 2 or 3 large sea creatures that the children choose to find out more about?</p>	<p><b>The Natural World</b></p> <p>The sea floor – what creatures would you find on the sea floor. How do they survive and what do they eat?</p>	<p><b>The Natural World</b></p> <p>Rockpools – what creatures would you find in a rock pool?</p>	<p><b>The Natural World</b></p> <p>How can we protect our oceans? Children to start to consider why it is important why we protect our marine life and oceans.</p>

<b>Expressive Arts and Design</b> <b>Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<b>Creating with Materials</b> Collaborative art to create large sea creatures to display in the classroom. What will children use to create different textures for sea and sand?	<b>Creating with Materials</b> Collaborative art to create a large Rainbow Fish to display. What materials can they use to represent the different and textures?	<b>Creating with Materials</b> Design and create an aquarium setting using recycled materials.	<b>Creating with Materials</b> Create and decorate salt dough Eid decorations. Choose tools to create the desired effect on the decoration and decorate.	<b>Creating with Materials</b> Create paper plate fish – sharks, jellyfish, puffer fish. Children to choose materials and consider how to join these to create the desired effect.
	<b>Being Imaginative and Expressive</b> Children to join in with a range of Ocean-themed nursery rhymes and songs.	<b>Being Imaginative and Expressive</b> Create actions to perform the story, The Snail and the Whale.	<b>Being Imaginative and Expressive</b> Continue to rehearse actions to perform the story, The Snail and the Whale.	<b>Being Imaginative and Expressive</b> Children to use percussion instruments to follow the story of The Snail and the Whale – how will the music change throughout the story?	<b>Being Imaginative and Expressive</b> Puppet shows – children to and use puppets to perform ocean-themed stories to their peers.

**Specific progression subjects for school curriculum continuation**

	Week 1	Week 2	Week 3	Week 4	Week 5
Music	We can recognise different tempos in music.	We know that music can change our feelings.	We can use percussion instruments to create a rhythm.	We can use music/instruments to tell a story.	We can use instruments and music to act out a story or poem.
Computing	We are digital readers	We know what a keyboard/pad is	We can write words on a keyboard/pad	We can write a message on a keyboard/pad	We can understand instructions
PE	U-Sports: Target games - sending objects, towards, through, over & under targets Net/Wall - Racquet & ball (Tennis, Dodgeball)				

<b>RE</b> What can we learn from stories?	The boy who cried Wolf (An Aesop fable)  Link to honesty and integrity (Pass the button game)	The Crocodile and the Priest (A Sikh Story)  Everyone is equal, everyone is special and important and should try to be the best that they can be.	Bilal and the Beautiful Butterfly (A Muslim Story)  What do you think is beautiful and special?	The Gold-Giving Serpent (An Indian Fairytale)  Discuss being greedy and grateful. Differences and reasons why.	Best Friends (A Story from Asia)  What do you need to be happy? What makes a good friend? Do you think you are a good friend?
<b>PSHE and Citizenship</b> Jigsaw- Relationships	My family and me  I can identify some of the jobs I do in my family.	Make friends, make friends, never ever break friends (part 1)	Make friends, make friends, never ever break friends (part 2)	Falling out and bullying (part 1)  I am starting to understand the impact of unkind words.	Falling out and bullying (part 2)  I can use Calm Me time to manage my feelings.

**Green Park Village Primary Academy- Curriculum Overview- Medium Term Plan (MTP)**

		I know how to make friends to stop myself from feeling lonely.	I can think of ways to solve problems and stay friends.		
MfL <i>Spanish</i>  Language Angels- I can-activities	Language Angels. Los Saludos - Hello	Language Angels. Los Saludos – Hello, good afternoon	Language Angels. Los Saludos – Hello, good night	Language Angels. Los Saludos – Hello, goodbye	Language Angels. Los Saludos - How are you?
Visitors	Parent visit to support learning about the celebration of EID				
Visits	TBC				
REAch2's 11 before 11 Promises			Seeds to supper	 Create something amazing	