

EYFS – Reception

Reception 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 Characteristics of Learning :						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Personal, Social and Emotional Development (PSED) Self-Regulation 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	Self-Regulation Show an understanding of their own feelings and those of others.	Self-Regulation Show an understanding of their own feelings and those of others.	Self-Regulation Show an understanding of their own feelings and those of others.	Self-Regulation Begin to regulate behaviour according to recognising feelings of others.	Self-Regulation Begin to regulate behaviour according to recognising feelings of others.	Self-Regulation Begin to regulate behaviour according to recognising feelings of others.
	ELG: Managing Self Manage own basic hygiene and personal needs, including dressing and going to toilet.	ELG: Managing Self Manage own basic hygiene and personal needs, including dressing and going to toilet.	ELG: Managing Self Understand importance of healthy choices.	ELG: Managing Self Understand importance of healthy choices.	ELG: Managing Self Explain reasons for rules, know right from wrong and try to behave accordingly.	ELG: Managing Self Explain reasons for rules, know right from wrong and try to behave accordingly.

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<p>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.</p> <p>ELG: Managing Self 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</p> <p>ELG: Building Relationships 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>ELG: Building Relationships Continue to develop constructive and respectful relationships.</p>	<p>ELG: Building Relationships Continue to develop constructive and respectful relationships.</p>	<p>ELG: Building Relationships Continue to develop constructive and respectful relationships.</p>	<p>ELG: Building Relationships Show sensitivity to own and to others' needs.</p>	<p>ELG: Building Relationships Show sensitivity to own and to others' needs.</p>	<p>ELG: Building Relationships Show sensitivity to own and to others' needs.</p>
<p>Physical Development (PD) Fine Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p> <p>Gross 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>Fine Use a small range of tools including scissors and paint brushes</p>	<p>Fine Use a small range of tools including scissors and paint brushes.</p>	<p>Fine Use a small range of tools including scissors and paint brushes..</p>	<p>Fine Hold a pencil effectively – using tripod grip in most cases.</p>	<p>Fine Use a small range of tools including scissors and paint brushes.</p>	<p>Fine Hold a pencil effectively – using tripod grip in most cases.</p>
	<p>Gross Negotiate. space and obstacles safely, with consideration for themselves and others.</p>	<p>Gross Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Gross Know and talk about different factors that support overall health.</p>	<p>Gross Know and talk about different factors that support overall health.</p>	<p>Gross Know and talk about different factors that support overall health.</p>	<p>Gross Know and talk about different factors that support overall health.</p>
	<p>Listening, Attention and Understanding</p>	<p>Listening, Attention and Understanding</p>	<p>Listening, Attention and Understanding</p>	<p>Listening, Attention and Understanding</p>	<p>Listening, Attention and Understanding</p>	<p>Listening, Attention and Understanding</p>

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Communication and Language (CL) Listening, Attention and Understanding 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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.	Listen attentively and respond to what they hear with relevant questions, comments and answers.	Listen attentively and respond to what they hear with relevant questions, comments and answers.	Listen attentively and respond to what they hear with relevant questions, comments and answers.	Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listen attentively and respond to what they hear and ask questions to clarify their understanding.
	Speaking Talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Speaking Talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Speaking Talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary.	Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary.	Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary.
Literacy Word reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Phonics Letters and Sounds- Phase 3 and 4 Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories.	Core Texts: <i>Somebody Swallowed Stanley</i> ; Non fiction: <i>If Sharks Disappear</i> Wider reading: <i>Rainbow Fish</i> ; <i>Tiddler</i> ; <i>The Snail and the Whale</i>					
	Word reading Phonics Letters and Sounds- Little Wandle Phase 4 Read words consistent with their phonics knowledge by sound-blending.	Word reading Phonics Letters and Sounds- Little Wandle Phase 4 Read words consistent with their phonics knowledge by sound-blending.	Word reading Phonics Letters and Sounds- Little Wandle Phase 4 Read words consistent with their phonics knowledge by sound-blending.	Word reading Phonics Letters and Sounds- Little Wandle Phase 4 Read aloud simple sentences and books that are consistent with their phonics knowledge.	Word reading Phonics Letters and Sounds- Little Wandle Phase 4 Read aloud simple sentences and books that are consistent with their phonics knowledge.	Word reading Phonics Letters and Sounds- Little Wandle Phase 4 Read aloud simple sentences and books that are consistent with their phonics knowledge.

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<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Writing</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>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories.</p>	<p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories.</p>	<p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories.</p>	<p>Comprehension</p> <p>Anticipate key events in stories, using recently introduced vocabulary.</p>	<p>Comprehension</p> <p>Anticipate key events in stories, using recently introduced vocabulary.</p>	<p>Comprehension</p> <p>Anticipate key events in stories, using recently introduced vocabulary.</p>
	<p>Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Writing</p> <p>Write simple phrases or sentences that can be read by others.</p>	<p>Writing</p> <p>Write simple phrases or sentences that can be read by others.</p>	<p>Writing</p> <p>Write simple phrases or sentences that can be read by others.</p>	<p>Writing</p> <p>Write simple phrases or sentences that can be read by others.</p>
<p>Writing Foundational Skills/ Knowledge</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>					
<p>Mathematics</p> <p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number; 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>Numerical Patterns</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>Number</p> <p>To 20 and Beyond – building numbers to 20 and identifying them Matching images to numeral Estimating</p>	<p>Number</p> <p>To 20 and Beyond – building numbers to 20 and identifying them Matching images to numeral Estimating</p>	<p>Number</p> <p>To 20 and Beyond – building numbers to 20 and identifying them Matching images to numeral Estimating</p>	<p>Number</p> <p>To 20 and Beyond First, then, now</p>	<p>Number</p> <p>To 20 and Beyond First, then, now</p>	<p>Number</p> <p>To 20 and Beyond First, then, now</p>
	<p>Numerical Patterns</p> <p>Number patterns to 20 Subtraction Counting patterns beyond 10</p>	<p>Numerical Patterns</p> <p>Number patterns to 20 Subtraction Counting patterns beyond 10</p>	<p>Numerical Patterns</p> <p>Number patterns to 20 Subtraction Counting patterns beyond 10</p>	<p>Numerical Patterns</p> <p>Shape patterns Addition (counting on) How many is a 100 investigation</p>	<p>Numerical Patterns</p> <p>Shape patterns Addition (counting on) How many is a 100 investigation</p>	<p>Numerical Patterns</p> <p>Shape patterns Addition (counting on) How many is a 100 investigation</p>
<p>Maths- Foundational Facts</p>	<p>Say all numbers to 20 Count to 20</p>	<p>Say all numbers to 20 Count to 20</p>	<p>Count forwards/ backwards from any given number within 20</p>	<p>Count forwards/ backwards from any given number within 20</p>	<p>Say 1 more/ less than nay number to 20</p>	<p>Say 1 more/ less than nay number to 20</p>

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<p>Understanding the World</p> <p>Past and Present 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. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, 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.</p> <p>The Natural World 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>Past and Present 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>Past and Present Sailors Ahoy! Children to compare sailors and from the past to current sailors (marines).</p>	<p>Past and Present 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>People, Culture and Communities 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>People, Culture and Communities Deaf Awareness How do deaf people communicate? Children to build on signs that they already know and to learn new signs.</p>	<p>People, Culture and Communities Walk to School Week – How can we help our community by walking to school?</p>

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	The Natural World What lives in the ocean? Children to name their favourite marine life and consider questions we will answer over the course of the term.	The Natural World Look at large sea life – fact files on 2 or 3 large sea creatures that the children choose to find out more about?	The Natural World The sea floor – what creatures would you find on the sea floor. How do they survive and what do they eat?	The Natural World Rockpools – what creatures would you find in a rock pool?	The Natural World How can we protect our oceans? Children to start to consider why it is important why we protect our marine life and oceans.	
Expressive Arts and Design Creating with Materials 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. Being Imaginative and Expressive 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.	Creating with Materials Collaborative art to create large sea creatures to display in the classroom. What will children use to create different textures for sea and sand?	Creating with Materials Collaborative art to create a large Rainbow Fish to display. What materials can they use to represent the different and textures?	Creating with Materials Design and create an aquarium setting using recycled materials.	Creating with Materials Create and decorate salt dough Eid decorations. Choose tools to create the desired effect on the decoration and decorate.	Creating with Materials Create paper plate fish – sharks, jellyfish, puffer fish. Children to choose materials and consider how to join these to create the desired effect.	
	Being Imaginative and Expressive Children to join in with a range of Ocean-themed nursery rhymes and songs.	Being Imaginative and Expressive Create actions to perform the story, The Snail and the Whale.	Being Imaginative and Expressive Continue to rehearse actions to perform the story, The Snail and the Whale.	Being Imaginative and Expressive Children to use percussion instruments to follow the story of The Snail and the Whale – how will the music change throughout the story?	Being Imaginative and Expressive 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	Week 6
Music Kapow: Transport Exploring transport sounds and recognising symbols	Explore creating sound effects	Explore making sounds at different speeds	Explore moving to different tempos	Interpret symbols to show a change in speed	Interpret a simple score to show tempo changes	
Computing Rising Stars- Switched On ICT EYFS	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 Co-operate and Solve Problems Unit 2 Dance Unit 2	Co-operate and Solve Problems Unit 2 Work with a partner to move along a pathway/ trail Keep track of objects on a checklist Make straight lines in a variety of ways	Co-operate and Solve Problems Unit 2 Apply teamwork to play co-operative games Use communication skills to resolve simple tasks	Co-operate and Solve Problems Unit 2 Respond, copy and repeat repetitive patterns Work with partner to form jumping patterns Work as a team to co-ordinate and co-operate in movement actions	Co-operate and Solve Problems Unit 2 Reproduce [patterns from images Respond to visual cues	Co-operate and Solve Problems Unit 2 Create a follow tapping patterns Relate previous learning to solve patterns	Co-operate and Solve Problems Unit 2 Compete as part of a team to participate in an obstacle relay Recall and remember actions linked to colours

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						Navigate and remember actions from cues
	Dance Unit 2 Work with others to move to beats of 8 Follow a movement pattern with a partner in time with the music	Dance Unit 2 Work in pair to perform to counts of 8 Use proper handhold for promenade Recognise and perform different role within a dance	Dance Unit 2 Perform as part of a group Perform confidently with a partner Recall, remember and repeat a phrase of dance	Dance Unit 2 How to move and keep time to beats of 8 Copy and repeat 4 actions Perform actions to music	Dance Unit 2 Begin to perform in a circle formation	Dance Unit 2 Perform six animal actions as a group Incorporate a change of direction and pathway Use gestures to signify start of a dance

RE 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?	
PSHE and Citizenship Jigsaw- Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Know what a family is Know that different people in a family have different responsibilities (jobs)	Know some of the characteristics of healthy and safe friendships	Know that friends sometimes fall out Know some ways to mend a friendship	Know that unkind words can never be taken back and they can hurt	Know some reasons why others get angry	Know how to use Jigsaw's Calm Me to help when feeling angry
MfL <i>Spanish</i>						
Visitors	Parent visit to support learning about the celebration of EID					
Visits						
REAch2's 11 before 11 Promises	Caring Campaigner 					