

EYFS – Reception

Reception Jade and Emerald	Term 6 Summer 2	Enquiry Theme	Sing a Rainbow			
		Enquiry Question	How can the weather change?			
Role play	Inside	Weather studio		Outside	Lighthouse	

Throughout all learning, the Reception Team will ensure activities and interactions which support the <b>Characteristics of Learning</b> :			<b>Playing and exploring</b> – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ <b>Active learning</b> – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do <b>Creating and thinking critically</b> – thinking ; Having their own ideas; Making links; Choosing ways to do things				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<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> Work and play cooperatively and take turns with others.	<b>Self-Regulation</b> Show independence, resilience and perseverance in the face of challenge.	<b>Self-Regulation</b> Show independence, resilience and perseverance in the face of challenge.	<b>Self-Regulation</b> Show independence, resilience and perseverance in the face of challenge.	<b>Self-Regulation</b> Show the ability to follow instructions involving several ideas or actions.	<b>Self-Regulation</b> Show the ability to follow instructions involving several ideas or actions.	<b>Self-Regulation</b> Show the ability to follow instructions involving several ideas or actions.	<b>Self-Regulation</b> Show the ability to follow instructions involving several ideas or actions.
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Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.							
<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. <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.	<b>Fine</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	<b>Fine</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	<b>Fine</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	<b>Fine</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	<b>Fine</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	<b>Fine</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	<b>Fine</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
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<b>Communication and Language (CL)</b> <b>Listening, Attention and Understanding</b> 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 <b>Speaking</b> 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,	<b>Listening, Attention and Understanding</b> Make comments about what they have heard and ask questions to clarify their understanding	<b>Listening, Attention and Understanding</b> Make comments about what they have heard and ask questions to clarify their understanding	<b>Listening, Attention and Understanding</b> Make comments about what they have heard and ask questions to clarify their understanding	<b>Listening, Attention and Understanding</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	<b>Listening, Attention and Understanding</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	<b>Listening, Attention and Understanding</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	<b>Listening, Attention and Understanding</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
	<b>Speaking</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<b>Speaking</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<b>Speaking</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<b>Speaking</b> 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.	<b>Speaking</b> 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.	<b>Speaking</b> 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.	<b>Speaking</b> 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.

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present and future tenses and making use of conjunctions, with modelling and support from their teacher.							
<b>Literacy</b> <b>Word reading</b> 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. <b>Phonics</b> Letters and Sounds- Phase 3 and 4 <b>Comprehension</b> 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. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <b>Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	<b>Core Texts:</b> <i>We're Going On a Bear Hunt</i> , Non fiction: <i>Meet the Weather</i> <b>Wider reading:</b> <i>Come on Rain</i> ; <i>The Rain Came Down</i> ; <i>When the Wind Blows</i>						
	<b>Word reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Phonics</b> Letters and Sounds- Little Wandle Phase 4	<b>Word reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Phonics</b> Letters and Sounds- Little Wandle Phase 4	<b>Word reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Phonics</b> Letters and Sounds- Little Wandle Phase 4	<b>Word reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Phonics</b> Letters and Sounds- Little Wandle Phase 4	<b>Word reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Phonics</b> Letters and Sounds- Little Wandle Phase 4	<b>Word reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Phonics</b> Letters and Sounds- Little Wandle Phase 4	<b>Word reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Phonics</b> Letters and Sounds- Little Wandle Phase 4
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<b>Writing</b> <b>Foundational Skills/ Knowledge</b>	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.						
<b>Mathematics</b> <b>Number</b> 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	Geometry- Exploring patterns  Number and Place Value- Doubling, sharing and grouping, Even and Odd Explore and represent patterns within numbers up to 10 Consolidate use of simple patterns. Maps – purpose and how to use correctly.						

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<p>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> 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><b>Even and Odd</b> Understand that quantities that cannot be shared equally are odd and those that can are even</p> <p>Share amounts to identify whether they are odd and even</p> <p>Explore odd and even by grouping quantities into pairs</p> <p>Understand number patterns, every other number is odd or even and begin to notice odd and even structure on number shapes</p>	<p><b>Spatial Reasoning (3) – Mapping</b> Understand the purpose of maps and what they can be used for</p> <p>Understand that maps and plans represent places and use these to see where things are in relation to other things</p> <p>Explore different maps of places they know and those they are less familiar with</p> <p>Create own maps to represent models built, familiar places and places in stories or their wider learning</p>	<p><b>Adding and Subtracting</b> Addition and Subtraction-numbers to 10. Consolidating key skills moving from to 5 to 10. Adding and takeaway</p> <p>Numerical pattern Recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p><b>Deepening Understanding</b> This week is an opportunity for children to use the skills they've learnt to solve problems</p> <p>Explore problems using familiar stories or derived from children's play</p> <p>Create number stories</p> <p>Discuss different starting points when solving problems</p> <p>Make plans for how to solve a problem and carry it out</p> <p>Review and discuss strategies</p> <p>Comment on what went well and what could be improved</p>	<p><b>Patterns and Relationships</b> Investigate relationship between numbers and shape using mathematical resources</p> <p>Consolidate use of simple patterns (AB, BC) and more complex ones (ABB, AAB, AABB and AABBB)</p> <p>Continue to copy and create a widening range of repeating patterns and symmetrical constructions</p>	<p><b>Spatial Reasoning (4) – Mapping</b> Understand the purpose of maps and what they can be used for</p> <p>Understand that maps and plans represent places and use these to see where things are in relation to other things</p> <p>Explore different maps of places they know and those they are less familiar with</p> <p>Create own maps to represent models built, familiar places and places in stories or their wider learning</p>	<p><b>Consolidation</b></p>
<p><b>Maths- Foundational Facts</b></p>	<p>Recall 1p, 2p, 5p 10p and 20p coins</p>						

<p><b>Understanding the World</b></p> <p><b>Past and Present</b> 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><b>People, Culture and Communities</b> 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><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>Past and Present</b> Olympics – how athletics has changed over the past 50+ years. Comparing clothes and equipment used in various sports.</p>	<p><b>Past and Present</b> Investigating pictures of boats in history and modern boats and discussing the impact modern boats have on our oceans. What is different about modern boats?</p>	<p><b>Past and Present</b> Celebrating cultural diversity: How some traditions that are celebrated by our families have changed over time. Children to be able to recognise which stories and pictures are set a long time ago in history and which represent the current day.</p>
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equipment

	People, Culture and Communities What is an athlete? How do you become an athlete? Looking at sports from around the world. Inviting the children to share news about sports that they enjoy at home.		People, Culture and Communities A celebration of the many cultures that we are proud of in our school. Looking for similarities and differences and what makes us all so special.				
	The Natural World Understand some important processes and changes in the natural world around them, focussing on changes in the environment.		The Natural World Looking for similarities and differences between different habitats. What is a habitat?	The Natural World How some habitats are changing? What is causing these changes? What can be done to help?	The Natural World Looking for solutions to help the changes that are happening to the world?		
<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.	Creating with Materials Designing bunting/posters for Sports Day. Children to select resources/colours to use on their designs.	Creating with Materials Selecting materials to create a gift for Father’s Day.	Creating with Materials Children to use recycled materials to create a large rainbow for a display.		Creating with Materials Children to work collaboratively to create a recycled piece of art using bottle tops/plastic.		
	Being Imaginative and Expressive Children to learn songs about the weather and create actions/dances to accompany the songs.		Being Imaginative and Expressive Children to rehearse words and actions for REAch2 song (including sign language).		Being Imaginative and Expressive Children to rehearse and perform the REAch2 song, incorporating sign language.	Being Imaginative and Expressive Children to record a message for their new teacher.	
Specific progression subjects for school curriculum continuation							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Music Kapow: Big Band Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience	Discuss what makes a musical instrument; use recyclable materials to create a simple representation of a musical instrument	Learn what an orchestra is; learn about the four different groups of musical instruments	Copy and follow a beat; follow a beat using an untuned instrument	Experiment with playing tuned and untuned instruments; play in time to familiar songs	Choose appropriate instruments to represent different parts of a song; perform a practices song to a small audience		
Computing Rising Stars- Switched On ICT EYFS	We are games players- opening and closing files	We are games players- opening and closing files	We are creative- using tools in an art application	We are creative- using tools in an art application	We can record soundtracks	We are film producers	We are film producers
	Gymnastics Unit 2	Gymnastics Unit 2	Gymnastics Unit 2	Gymnastics Unit 2	Gymnastics Unit 2	Gymnastics Unit 2	

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<b>PE</b> Gymnastics Unit 2 Speed Agility Travel Unit 2	Discover shapes and ways to travel Choose shapes and different ways of travelling Link 2 shapes and 2 ways of travelling to make a short movement pattern	Demonstrate previous lesson's shapes and movements Perform an egg roll and a log roll Add 2 rolls to previous movement pattern	Travel in different directions and pathways Follow a partner through different pathways Show increased body control when rolling	Identifying different parts of the body to balance on Discuss what it means to balance Discover points and patches	Include points and patches in a story Perform story to music Say what like about peers' stories	Choose three points and patches in a story Link balances by travelling along pathways Use a start and finish shape	
	Speed Agility Travel 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	Speed Agility Travel Unit 2 Apply teamwork to play co-operative games Use communication skills to resolve simple tasks	Speed Agility Travel 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	Speed Agility Travel Unit 2 Reproduce [patterns from images Respond to visual cues	Speed Agility Travel Unit 2 Create a follow tapping patterns Relate previous learning to solve patterns	Speed Agility Travel Unit 2 Compete as part of a team to participate in an obstacle relay Recall and remember actions linked to colours Navigate and remember actions from cues	
<b>RE</b> Special places What makes places special? Christianity, Islam, Judaism	<b>Homes around the world</b>  Does everyone live in the same type of home? Why/why not?	<b>Homes around the world part 2</b>  What are the different styles of rooms around the world? Different types of places of worship?	<b>Our World</b>  What is your special place and why?	<b>Churches</b>  What are the different parts of a church?  Discuss similarities and differences (clothing, furniture, rules)	<b>Mosques</b>  What are the special features and rules of a mosque?  Discuss similarities and differences (clothing, furniture, rules)	<b>Synagogues</b>  Features of a synagogue.  Discuss similarities and differences (clothing, furniture, rules)	
<b>PSHE and Citizenship</b> Jigsaw- Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Know the names and functions of some parts of the body (see vocabulary list)	Know that we grow from baby to adult	Know who to talk to if they are feeling worried	Express how I feel about moving to Year 1	Talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1.	Share my memories of the best bits of this year in Reception.	

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			<p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>				
MfL Spanish							
Visitors	Families to be invited in to share information about their culture, such as traditions, dress, language, celebrations.						
Visits						Marwell Zoo	
REAch2's 11 before 11 Promises	<p>Caring Campaigner</p> 						