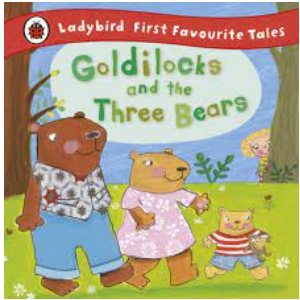
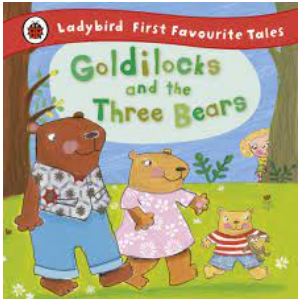
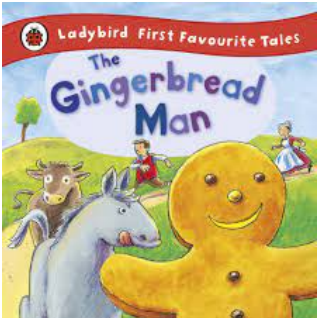

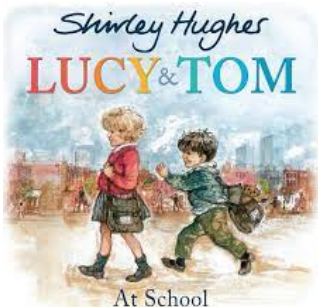
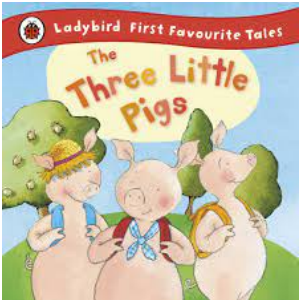
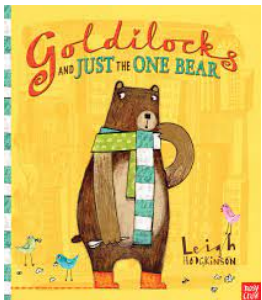
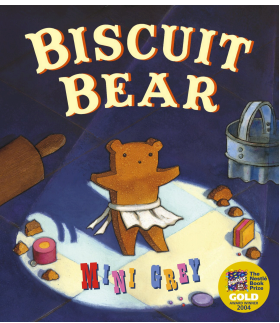
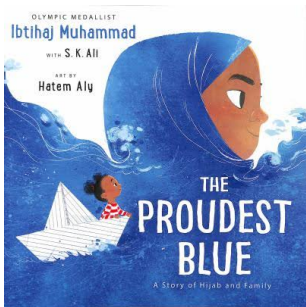
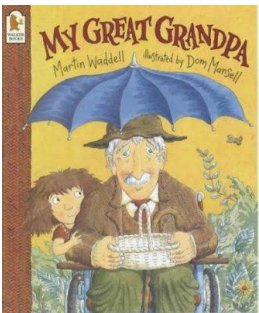



Oswald Road

Summer 1 Medium term plan: Reception Traditional tales - Once upon a time

Themes/Interests/Lines of Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Quality Texts</b>	Goldilocks and the Three Bears 	Goldilocks and the Three Bears 	The Gingerbread Man 	Summer non-fiction 	Lucy and Tom at School 	The Three Little Pigs 
<b>Shared Read Texts</b>	Goldilocks and Just the One Bear 	Ghanaian Goldilocks 	Biscuit Bear 	The Proudest Blue 	My Great Grandpa 	The Three Little Wolves and the Big Bad Pig 
<b>Enrichment</b>	Eid 21/04			Visit to the Mosque 8th & 9th May 9.30-11am		
<b>CL: Listening, attention and understanding / Speaking</b>	Role Play - Three Bears cottage  Small World Play - Three bears story puppets	Role Play - Three Bears cottage  Small World Play - Three bears story puppets	Role Play - Three Bears cottage  Small World Play - Gingerbread man story puppets	Role Play - Three Bears cottage  Small World Play - Gingerbread man story puppets	Role Play - Three Bears cottage  Small World Play - School	Role Play - Three Bears cottage  Small World Play - Three little pigs story

<b>Personal, Social &amp; Emotional Development</b>	Jigsaw 3: Relationships	Jigsaw 3: Relationships	Jigsaw 3: Relationships	Jigsaw 3: Relationships	Jigsaw 3: Relationships	Jigsaw 3: Relationships
	Piece 1: Family life	Piece 2: Friendships	Piece 3: Breaking friendships	Piece 4: Falling out	Piece 5: Dealing with bullying	Piece 6: Being a good friend

Physical Development: Gross Motor	Fundamental skills with Sports Coach: Net and Wall games (NWG 1)	Fundamental skills with Sports Coach: Net and Wall games (NWG 1)	Fundamental skills with Sports Coach: Net and Wall games (NWG 1)	Fundamental skills with Sports Coach: Net and Wall games (NWG 1)	Fundamental skills with Sports Coach: Net and Wall games (NWG 1)	Fundamental skills with Sports Coach: Net and Wall games (NWG 1)
	<p>Send a ball with some degree of accuracy Receive a ball by moving swiftly into the right position Strike a ball with one hand whilst it's airborne Strike and volley a ball with some degree of accuracy Strike a ball using an open palm Receive a ball using an open palm Strike a small ball with an open palm Throw with accuracy and power</p> <p>Gym: Rocking and rolling Objectives: This unit will focus on the ability to travel with confidence and skill, and the ability to develop the technique to mount a piece of apparatus in different ways and dismount safely. By the end of the unit, children will:</p> <ul style="list-style-type: none"> <li>• Rock on different body parts</li> <li>• Perform a sequence of moves where the child is able to transfer the weight from one part of their body to another</li> <li>• Travel from a rock into a roll</li> <li>• Perform a log and egg roll with control and as part of a sequence.</li> <li>• Roll sideways and forwards with control</li> <li>• Be able to Leap</li> <li>• Be able to Scissor kick</li> <li>• Perform varieties of pencil rolls</li> <li>• Jump from low apparatus in different ways</li> <li>• Perform in canon with a partner</li> <li>• Demonstrate 3 different ways of rolling with good control.</li> <li>• Move from one roll to another by rocking.</li> <li>• Give good feedback to a partner</li> </ul> <p>Outdoor Area</p>	<p>Send a ball with some degree of accuracy Receive a ball by moving swiftly into the right position Strike a ball with one hand whilst it's airborne Strike and volley a ball with some degree of accuracy Strike a ball using an open palm Receive a ball using an open palm Strike a small ball with an open palm Throw with accuracy and power</p> <p>Gym: Rocking and rolling Objectives: This unit will focus on the ability to travel with confidence and skill, and the ability to develop the technique to mount a piece of apparatus in different ways and dismount safely. By the end of the unit, children will:</p> <ul style="list-style-type: none"> <li>• Rock on different body parts</li> <li>• Perform a sequence of moves where the child is able to transfer the weight from one part of their body to another</li> <li>• Travel from a rock into a roll</li> <li>• Perform a log and egg roll with control and as part of a sequence.</li> <li>• Roll sideways and forwards with control</li> <li>• Be able to Leap</li> <li>• Be able to Scissor kick</li> <li>• Perform varieties of pencil rolls</li> <li>• Jump from low apparatus in different ways</li> <li>• Perform in canon with a partner</li> <li>• Demonstrate 3 different ways of rolling with good control.</li> <li>• Move from one roll to another by rocking.</li> <li>• Give good feedback to a partner</li> </ul> <p>Outdoor Area</p>	<p>Send a ball with some degree of accuracy Receive a ball by moving swiftly into the right position Strike a ball with one hand whilst it's airborne Strike and volley a ball with some degree of accuracy Strike a ball using an open palm Receive a ball using an open palm Strike a small ball with an open palm Throw with accuracy and power</p> <p>Gym: Rocking and rolling Objectives: This unit will focus on the ability to travel with confidence and skill, and the ability to develop the technique to mount a piece of apparatus in different ways and dismount safely. By the end of the unit, children will:</p> <ul style="list-style-type: none"> <li>• Rock on different body parts</li> <li>• Perform a sequence of moves where the child is able to transfer the weight from one part of their body to another</li> <li>• Travel from a rock into a roll</li> <li>• Perform a log and egg roll with control and as part of a sequence.</li> <li>• Roll sideways and forwards with control</li> <li>• Be able to Leap</li> <li>• Be able to Scissor kick</li> <li>• Perform varieties of pencil rolls</li> <li>• Jump from low apparatus in different ways</li> <li>• Perform in canon with a partner</li> <li>• Demonstrate 3 different ways of rolling with good control.</li> <li>• Move from one roll to another by rocking.</li> <li>• Give good feedback to a partner</li> </ul> <p>Outdoor Area</p>	<p>Send a ball with some degree of accuracy Receive a ball by moving swiftly into the right position Strike a ball with one hand whilst it's airborne Strike and volley a ball with some degree of accuracy Strike a ball using an open palm Receive a ball using an open palm Strike a small ball with an open palm Throw with accuracy and power</p> <p>Gym: Rocking and rolling Objectives: This unit will focus on the ability to travel with confidence and skill, and the ability to develop the technique to mount a piece of apparatus in different ways and dismount safely. By the end of the unit, children will:</p> <ul style="list-style-type: none"> <li>• Rock on different body parts</li> <li>• Perform a sequence of moves where the child is able to transfer the weight from one part of their body to another</li> <li>• Travel from a rock into a roll</li> <li>• Perform a log and egg roll with control and as part of a sequence.</li> <li>• Roll sideways and forwards with control</li> <li>• Be able to Leap</li> <li>• Be able to Scissor kick</li> <li>• Perform varieties of pencil rolls</li> <li>• Jump from low apparatus in different ways</li> <li>• Perform in canon with a partner</li> <li>• Demonstrate 3 different ways of rolling with good control.</li> <li>• Move from one roll to another by rocking.</li> <li>• Give good feedback to a partner</li> </ul> <p>Outdoor Area</p>	<p>Send a ball with some degree of accuracy Receive a ball by moving swiftly into the right position Strike a ball with one hand whilst it's airborne Strike and volley a ball with some degree of accuracy Strike a ball using an open palm Receive a ball using an open palm Strike a small ball with an open palm Throw with accuracy and power</p> <p>Dance - Jungle Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will:</p> <ul style="list-style-type: none"> <li>• Use my body and create and express simple theme related shapes, movements and actions.</li> <li>• Travel safely and creatively in space.</li> <li>• Show different levels when I travel.</li> <li>• Communicate effectively with a partner.</li> <li>• Use pictures to create shapes, movements and actions.</li> <li>• Remember and perform a basic sequence of movement when led by a teacher.</li> </ul> <p>Outdoor Area</p>	<p>Send a ball with some degree of accuracy Receive a ball by moving swiftly into the right position Strike a ball with one hand whilst it's airborne Strike and volley a ball with some degree of accuracy Strike a ball using an open palm Receive a ball using an open palm Strike a small ball with an open palm Throw with accuracy and power</p> <p>Dance - Jungle Objectives: This unit will focus on the children being able to use their own thoughts and imagination to create a simple dance sequence relating to their knowledge of different seasons. By the end of the unit, children will:</p> <ul style="list-style-type: none"> <li>• Use my body and create and express simple theme related shapes, movements and actions.</li> <li>• Travel safely and creatively in space.</li> <li>• Show different levels when I travel.</li> <li>• Communicate effectively with a partner.</li> <li>• Use pictures to create shapes, movements and actions.</li> <li>• Remember and perform a basic sequence of movement when led by a teacher.</li> </ul> <p>Outdoor Area</p>

<b>Physical Development: Fine Motor</b>	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area	Malleable area
	Fine motor area	Fine motor area	Fine motor area	Fine motor area	Fine motor area - Beads on hair (BHM)	Fine motor area
	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)	Penpals Letter formation (phonics/literacy and name writing)
	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)	Lunch time (knives, forks and spoons)
<b>Physical Development: Health</b>	PE, Dance & Gym Snack time Tooth brushing	PE, Dance & Gym Snack time Tooth brushing	PE, Dance & Gym Snack time Tooth brushing	PE, Dance & Gym Snack time Tooth brushing	PE, Dance & Gym Snack time Tooth brushing	PE, Dance & Gym Snack time Tooth brushing
<b>Literacy: Comprehension &amp; word reading</b>	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.
	Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 Phase 4:1 CVCC –ed /ed/	Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 Phase 4:2 CCVC –ed /t/	Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 Phase 4:3 CCVCC –ed /d/	Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 Phase 4:4 CCCVC	Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 Assess and review week R:13	Essential letters and sounds phase 2 and 3 Recognising and writing own names Initial sounds Segmenting/blending CVC words Revision of phase 2 and 3 Phase 4:5 CCCVCC –er –est
<b>Literacy: Writing</b>	Writing own names Essential Letters and Sounds Phase 2, 3 and 4 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words	Writing own names Essential Letters and Sounds Phase 2, 3 and 4 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words	Writing own names Essential Letters and Sounds Phase 2, 3 and 4 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words	Writing own names Essential Letters and Sounds Phase 2, 3 and 4 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words	Writing own names Essential Letters and Sounds Phase 2, 3 and 4 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words	Writing own names Essential Letters and Sounds Phase 2, 3 and 4 phonics Segmenting/blending CVC captions and sentences with HRS words & high frequency words
<b>Mathematics</b>	White Rose Maths: <b>To 20 and Beyond</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) Match, rotate, manipulate	White Rose Maths: <b>To 20 and Beyond</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) Match, rotate, manipulate	White Rose Maths: <b>To 20 and Beyond</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) Match, rotate, manipulate	White Rose Maths: <b>First, then, now</b> Adding more Taking away Spatial reasoning (2) Compose and decompose	White Rose Maths: <b>First, then, now</b> Adding more Taking away Spatial reasoning (2) Compose and decompose	White Rose Maths: <b>First, then, now</b> Adding more Taking away Spatial reasoning (2) Compose and decompose

<b>Understanding the world: Past and present</b>	Compare and contrast characters from stories, including figures from the past.	Compare and contrast characters from stories, including figures from the past.	Compare and contrast characters from stories, including figures from the past.		Once upon a time at Oswald Road - children explore the different buildings across the school exploring when they were built and how the school has grown. New and old buildings.	Compare and contrast characters from stories, including figures from the past.
<b>Understanding of the World: People, Culture &amp; Communities</b>	RE: Expressing Which places are special and why? Christians and Muslims	RE: Expressing Which places are special and why? Christians and Muslims	RE: Expressing Which places are special and why? Christians and Muslims	RE: Expressing Which places are special and why? Christians and Muslims  Visit to Manchester Central Mosque	RE: Expressing Which places are special and why? Christians and Muslims	RE: Expressing Which places are special and why? Christians and Muslims
<b>Understanding of the World: World</b>	Investigation area	Investigation area  Science: Chemistry - States of matter: Eid moon and star biscuits	Investigation area  Science: Chemistry - States of matter: Baking gingerbread men	Investigation area  Science: Physics - Seasonal changes: Summer	Investigation area	Investigation area
<b>Understanding the World: Technology</b>	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard
<b>Expressive Art &amp; Design</b>	Music: Down there under the sea • Timbre • Structure • Active listening • Tune moving in step • Soundscape  Creative and junk modelling area  DT: Structure: Eid hanging decoration Art: Drawing and painting: Winter	Music: Down there under the sea • Timbre • Structure • Active listening • Tune moving in step • Soundscape  Creative and junk modelling area  DT: Food: Eid moon and star biscuits Art: Drawing and painting: Winter	Music: Down there under the sea • Timbre • Structure • Active listening • Tune moving in step • Soundscape  Creative and junk modelling area  DT: Structure: Gingerbread man salt dough Art: 3D form: Gingerbread man salt dough	Music: It's oh so quiet! • Dynamics • Timbre • Musical storytelling  Creative and junk modelling area  Art: Painting: Summer	Music: It's oh so quiet! • Dynamics • Timbre • Musical storytelling  Creative and junk modelling area	Music: It's oh so quiet! • Dynamics • Timbre • Musical storytelling  Creative and junk modelling area  DT: Textiles: House (3 Little Pigs) Art: 3D form: House (3 Little Pigs)