



Oswald Road

Summer 2 Medium term plan: Reception Animals of the world

Themes/Interests/Lines of Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Quality Texts	The Sea Saw 	The Sea Saw 	The Sea Saw 	Dear Earth 	Flip Flap Zoo 	The Bug Collector 	Jacob O'Reilly Wants a Pet 
Shared Read Texts	Tiddler 	Poles Apart 	The Proudest Blue 	We all went on Safari 	Giraffes Can't Dance 	Billy's Beetle 	A Place Called Home 
Enrichment		10 th June New Reception welcome meeting 4-4.30pm	Reception Mosque visit Monday 15 th June 16 th June New Reception welcome meeting 9.10-9.40am Year 1 welcome meeting 15th June 9.10-9.40am	23 rd June Reception sports day 9-10am		Transition afternoon 8 th July	Funday Monday 13th July Transition morning 15 th July - parents in for first hour
CL: Listening, attention and understanding / Speaking	Role Play - Safari jeep Small World Play - Under the sea	Role Play - Safari jeep Small World Play - Under the sea	Role Play - Safari jeep Small World Play - Under the sea	Role Play - Safari jeep Small World Play - Safari animals	Role Play - Pet shop Small World Play - Safari animals	Role Play - Pet shop Small World Play - Bugs/insects	Role Play - Pet shop Small World Play - Bugs/insects
Personal, Social & Emotional Development		Jigsaw 3: Changing Me Piece 1: Bodies	Jigsaw 3: Changing Me Piece 2: Respecting my body	Jigsaw 3: Changing Me Piece 3: Growing up	Jigsaw 3: Changing Me Piece 4: Growth and change	Jigsaw 3: Changing Me Piece 5: Fun and fears	Jigsaw 3: Changing Me Piece 6: Celebrations

Physical Development: Gross Motor	Fundamental skills with Sports Coach: Athletics (A1)	Fundamental skills with Sports Coach: Athletics (A1)	Fundamental skills with Sports Coach: Athletics (A1)	Fundamental skills with Sports Coach: Athletics (A1)	Fundamental skills with Sports Coach: Athletics (A1)	Fundamental skills with Sports Coach: Athletics (A1)	Fundamental skills with Sports Coach: Athletics (A1)
	Share space and run with my head up React quickly Jump one foot to two feet and two feet to two feet Co-ordinate and run with a jump Throw accurately Run efficiently in a lane Sustain my form during a race Jump for height Time my take off to clear an obstacle Throw a variety of pieces of equipment well 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: • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a partner. • Use pictures to create shapes, movements and actions. • Remember and perform a basic sequence of movement when led by a teacher. Outdoor Area	Share space and run with my head up React quickly Jump one foot to two feet and two feet to two feet Co-ordinate and run with a jump Throw accurately Run efficiently in a lane Sustain my form during a race Jump for height Time my take off to clear an obstacle Throw a variety of pieces of equipment well 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: • Use my body and create and express simple theme related shapes, movements and actions. • Travel safely and creatively in space. • Show different levels when I travel. • Communicate effectively with a partner. • Use pictures to create shapes, movements and actions. • Remember and perform a basic sequence of movement when led by a teacher. 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Physical Development: Fine Motor	Malleable area	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	Fine motor area	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)	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)	Lunch time (knives, forks and spoons)
Physical Development: Health	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	PE, Dance & Gym Snack time Tooth brushing
Literacy: Comprehension & word reading	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.	Storytime Readers Oxford University Press decodable readers. Rising stars Pleasure for reading book.
	Essential Letters and Sounds Phase 5 including alternatives and lesser-known GPCs Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words	Essential Letters and Sounds Phase 5 including alternatives and lesser-known GPCs Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words	Essential Letters and Sounds Phase 5 including alternatives and lesser-known GPCs Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words	Essential Letters and Sounds Phase 5 including alternatives and lesser-known GPCs Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words	Essential Letters and Sounds Phase 5 including alternatives and lesser-known GPCs Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words	Essential Letters and Sounds Phase 5 including alternatives and lesser-known GPCs Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words	Essential Letters and Sounds Phase 5 including alternatives and lesser-known GPCs Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words
Literacy: Writing	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. Composing and writing own sentences with attempts at more complex word. Extended sentences. Key features of Narrative.	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. Composing and writing own sentences with attempts at more complex word. Extended sentences. Key features of Narrative.	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. Composing and writing own sentences with attempts at more complex word. Extended sentences. Key features of Narrative.	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. Composing and writing own sentences with attempts at more complex word. Extended sentences. Key features of Narrative.	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. Composing and writing own sentences with attempts at more complex word. Extended sentences. Key features of Narrative.	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. Composing and writing own sentences with attempts at more complex word. Extended sentences. Key features of Narrative.	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. Composing and writing own sentences with attempts at more complex word. Extended sentences. Key features of Narrative.
Mathematics	White Rose Maths: Find My Pattern Doubling Sharing groups Even and odd Spatial reasoning (3) Visualise and build	White Rose Maths: Find My Pattern Doubling Sharing groups Even and odd Spatial reasoning (3) Visualise and build	White Rose Maths: Find My Pattern Doubling Sharing groups Even and odd Spatial reasoning (3) Visualise and build	White Rose Maths: Find My Pattern Doubling Sharing groups Even and odd Spatial reasoning (3) Visualise and build	White Rose Maths: On the move Deepening understanding Patterns and relationships Spatial reasoning (4) Mapping	White Rose Maths: On the move Deepening understanding Patterns and relationships Spatial reasoning (4) Mapping	White Rose Maths: On the move Deepening understanding Patterns and relationships Spatial reasoning (4) Mapping

Understanding the world: Past and present							
Understanding of the World: People, Culture & Communities	RE: Living Where do we belong? Christians, Muslims and Hindus	RE: Living Where do we belong? Christians, Muslims and Hindus	RE: Living Where do we belong? Christians, Muslims and Hindus	RE: Living Where do we belong? Christians, Muslims and Hindus	RE: Living Where do we belong? Christians, Muslims and Hindus	RE: Living Where do we belong? Christians, Muslims and Hindus	RE: Living Where do we belong? Christians, Muslims and Hindus
Understanding of the World: World	Investigation area Science: Explore the natural world Compare environments animals live in and underwater environments	Investigation area Science: Explore the natural world Compare environments animals live in and underwater environments	Investigation area Science: Explore the natural world Compare environments animals live in and underwater environments	Investigation area Science: Explore the natural world Compare environments animals live in and underwater environments	Investigation area Science: Dig up Potatoes Explore the natural world Compare environments animals live in and underwater environments	Investigation area Science: Explore the natural world Compare environments animals live in and underwater environments	Investigation area Science: Explore the natural world Compare environments animals live in and underwater environments
Understanding the World: Technology	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	Technology Area Ipads Interactive whiteboard
Expressive Art & Design	Music: Slap clap clap <ul style="list-style-type: none">• Music in 3-time• Beat Bow, bow, bow Belinda <ul style="list-style-type: none">• Beat• Active listening• Accompaniment Creative and junk modelling area	Music: Slap clap clap <ul style="list-style-type: none">• Music in 3-time• Beat Bow, bow, bow Belinda <ul style="list-style-type: none">• Beat• Active listening• Accompaniment Creative and junk modelling area	Music: Slap clap clap <ul style="list-style-type: none">• Music in 3-time• Beat Bow, bow, bow Belinda <ul style="list-style-type: none">• Beat• Active listening• Accompaniment Creative and junk modelling area	Music: Slap clap clap <ul style="list-style-type: none">• Music in 3-time• Beat Bow, bow, bow Belinda <ul style="list-style-type: none">• Beat• Active listening• Accompaniment Creative and junk modelling area DT: Structure: build an animal habitat	Music: Slap clap clap <ul style="list-style-type: none">• Music in 3-time• Beat Bow, bow, bow Belinda <ul style="list-style-type: none">• Beat• Active listening• Accompaniment Creative and junk modelling area Art: Drawing: Animals & environments	Music: Slap clap clap <ul style="list-style-type: none">• Music in 3-time• Beat Bow, bow, bow Belinda <ul style="list-style-type: none">• Beat• Active listening• Accompaniment Creative and junk modelling area DT: Food: Fruit kebabs Art: Painting: Animals & environments 3D form: animal	Music: Slap clap clap <ul style="list-style-type: none">• Music in 3-time• Beat Bow, bow, bow Belinda <ul style="list-style-type: none">• Beat• Active listening• Accompaniment Creative and junk modelling area Art: 3D form: animal