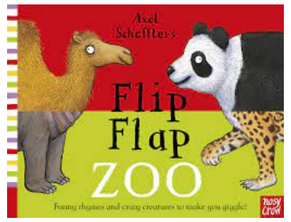
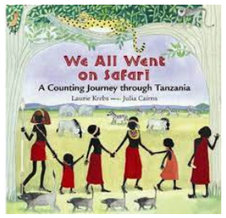
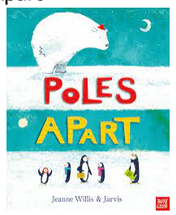
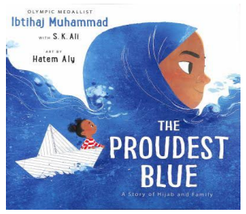
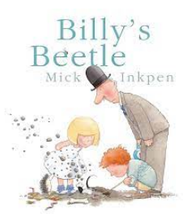
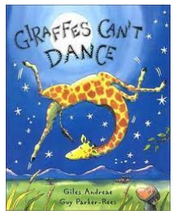
Oswald Road

Summer 2 2027 Medium term plan: Reception Animals of the world

Themes/Interests/Lines of Enquiry	Week 1: 8-11th June	Week 2: 14th-18th June	Week 3: 21st-25th June	Week 4: 28th June-2nd July	Week 5:5th- 9th July	Week 6: 12-16th July	Week 7:19th-20th July
Quality Texts	The Bug Collector 	The Bug Collector 	Let's all creep through crocodile creek 	Let's all creep through crocodile creek 	Let's all creep through crocodile creek 	Flip flap zoo 	(Off timetable)
Shared Read Texts	We all went on safari 	Poles Apart 	The Proudest Blue 	Billy's beetle 	Giraffe's can't dance 	A Place Called Home 	
Enrichment		Father's Day 20/06/ 27	Visit to Manchester Central Mosque 23/6/27				
CL: Listening, attention and understanding / Speaking	Role Play – Safari jeep Small World Play – jungle animals	Role Play – Safari jeep Small World Play – jungle animals	Role Play – Safari jeep Small World Play – Safari animals	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	
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) 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	**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	**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 Gym - Jungle in the gym Objectives: This unit will focus on the ability to travel with confidence and skill around, under, over and through balancing and climbing equipment while completing a sequence of movements. By the end of the unit, children will: • To develop the ability to move in a range of ways. • To increase the ability to move around and onto equipment. • To increase the ability to move under and onto equipment. • To increase the ability to move over and onto equipment. • To increase the ability to move through and onto equipment. • To combine movements together while negotiating different equipment. Outdoor Area	**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 Gym - Jungle in the gym Objectives: This unit will focus on the ability to travel with confidence and skill around, under, over and through balancing and climbing equipment while completing a sequence of movements. By the end of the unit, children will: • To develop the ability to move in a range of ways. • To increase the ability to move around and onto equipment. • To increase the ability to move under and onto equipment. • To increase the ability to move over and onto equipment. • To increase the ability to move through and onto equipment. • To combine movements together while negotiating different equipment. Outdoor Area	**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 Gym - Jungle in the gym Objectives: This unit will focus on the ability to travel with confidence and skill around, under, over and through balancing and climbing equipment while completing a sequence of movements. By the end of the unit, children will: • To develop the ability to move in a range of ways. • To increase the ability to move around and onto equipment. • To increase the ability to move under and onto equipment. • To increase the ability to move over and onto equipment. • To increase the ability to move through and onto equipment. • To combine movements together while negotiating different equipment. Outdoor Area	**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 Gym - Jungle in the gym Objectives: This unit will focus on the ability to travel with confidence and skill around, under, over and through balancing and climbing equipment while completing a sequence of movements. By the end of the unit, children will: • To develop the ability to move in a range of ways. • To increase the ability to move around and onto equipment. • To increase the ability to move under and onto equipment. • To increase the ability to move over and onto equipment. • To increase the ability to move through and onto equipment. • To combine movements together while negotiating different equipment. Outdoor Area	**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 Gym - Jungle in the gym Objectives: This unit will focus on the ability to travel with confidence and skill around, under, over and through balancing and climbing equipment while completing a sequence of movements. By the end of the unit, children will: • To develop the ability to move in a range of ways. • To increase the ability to move around and onto equipment. • To increase the ability to move under and onto equipment. • To increase the ability to move over and onto equipment. • To increase the ability to move through and onto equipment. • To combine movements together while negotiating different equipment. Outdoor Area

Physical Development: Fine Motor	Malleable area Fine motor area Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area - Beads on hair (BHM) Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/literacy and name writing) 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. 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	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	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	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	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	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	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
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 • Music in 3-time • Beat Bow, bow, bow Belinda • Beat • Active listening • Accompaniment Creative and junk modelling area Art: drawing and painting animals	Music: Slap clap clap • Music in 3-time • Beat Bow, bow, bow Belinda • Beat • Active listening • Accompaniment Creative and junk modelling area Collage: animal prints	Music: Slap clap clap • Music in 3-time • Beat Bow, bow, bow Belinda • Beat • Active listening • Accompaniment Creative and junk modelling area Art: potato printing: what will it be?!	Music: Slap clap clap • Music in 3-time • Beat Bow, bow, bow Belinda • Beat • Active listening • Accompaniment Creative and junk modelling area DT: Structure: build an animal habitat	Music: Slap clap clap • Music in 3-time • Beat Bow, bow, bow Belinda • Beat • Active listening • Accompaniment Creative and junk modelling area Art: Drawing: Animals & environments	Music: Slap clap clap • Music in 3-time • Beat Bow, bow, bow Belinda • Beat • Active listening • Accompaniment Creative and junk modelling area DT: Food: Fruit kebabs Art: Painting: Animals & environments 3D form: animal	Music: Slap clap clap • Music in 3-time • Beat Bow, bow, bow Belinda • Beat • Active listening • Accompaniment Creative and junk modelling area Art: 3D form: animal