

St Thomas More Primary School Medium Term Plan Term: Summer 1 Year group: Reception		
Theme and Purpose: Amazing Animals	Links to Curriculum Intent	Assessment
Children will observe and increase their knowledge of animals in their immediate environment and those in a contrasting one. They will learn about animals in the past (dinosaurs) and gain experience of Farm animals through a school trip to Ash End Farm to learn about animals and their young and farming practises. This term's work will culminate in an end of term class party an 'Animal Antics Ball' where children will design their own animal costumes, learn a dance inspired by animal movements and create decorations linked to animal markings.	Children will learn ways that they can encourage wildlife into the outdoor area and their own gardens as a way of preserving the environment. Values and Virtues: Eloquent and Truthful Song: My Lighthouse Bible Story: The Annunciation Story: Tiddler by Julia Donaldson	RWI assessment in week 6 Gathering information towards the foundation stage profile assessment.
Prior Knowledge	Key Texts	Ongoing programmes
During Autumn 1 children learnt about caring for pets. They have read a range of stories with animals as the main characters	Fiction: The Snail and the Whale Cock a Moo Moo Rainbow Fish Farmer Duck Handa's Surprise A squash and a squeeze Tyrannosaurus Drip Dinosaur Rumpus Non-Fiction: Mad about Mini-beasts Spider Watching Sharks	RWI Mastering Number Foundation Express Music RE Scheme: Learn and Grow as God's Holy People
Key Vocab	Key Resources	Cultural Capital
WORD AWARE Week 1 – Eid Mubarak, Ramadan, Islam, Mosque, Qur'an Week 2 - Fruit names + tasting and talking activity Week 3 - Animal names + tasting and talking activity Week 4 – Animal classification/body parts Week 5 – animal movement vocab Week 6 – dinosaur names Week 7 – parts of plants	Small World animals Fiction and Non-fiction books about Animals Bug boxes Magnifying glasses	Rock Steady rock concert Trip to Hatton Adventure World (Summer 2) Parent visits with pets

St Thomas More Primary School Medium Term Plan Term: Summer 2 Year group: Reception		
Physical Development	Personal Social and Emotional	Communication and Language
<p>I can jump and land safely and have good core stability to support balance and posture.</p> <p>I can use balancing and climbing apparatus to move under, over, through and around.</p> <p>I show a preference for a dominant hand.</p> <p>I can select and use a range of small tools, including scissors, paint brushes and cutlery safely and with correct grip.</p> <p>I am beginning to show greater accuracy when drawing.</p> <p>I practice, revise and refine expression in movement when responding to music and move with fluency.</p> <p>I can change the style of my movements in response to what I hear, and to express different feelings.</p> <p>I show an understanding of beat when using movement, body percussion and instruments.</p> <p>I can use the mature dynamic tripod grip to hold a pencil.</p>	<p>I know what I need to carry out my activities.</p> <p>I can describe my competencies, and what I am getting better at' and I talk about myself in positive but realistic terms.</p> <p>I show persistence, perseverance and resilience in the face of challenge.</p> <p>I can wait for what I want or need.</p> <p>I am aware of behavioural expectations and sensitive to ideas of justice and fairness.</p> <p>I dress independently and support my friends to dress if they need help.</p> <p>I understand the importance of making healthy food choice in my diet.</p> <p>I am independent and can determine when I need adult intervention.</p> <p>I take turns with others in conversation in a range of contexts</p>	<p>I follow a full list of instructions and I can listen out while I am busy.</p> <p>I continue to learn and use more words and I ask what new words mean.</p> <p>I can re-tell short stories, in the right order, with some exact repetition and some of my own words, and I talk about the new knowledge and vocabulary I have learnt from books.</p> <p>Though mainly accurate, I might make some mistakes including pronunciation of a few sounds, and some multi-syllabic words e.g. planetarium, hippopotamus.</p> <p>I can articulate my thinking in well-formed sentences, and I use talk to interact and negotiate, and to help work out problems.</p> <p>I engage in sustained conversations and I can express a point of view, debate and disagree with an adult or friend.</p> <p>I can ask relevant question to find out more and to check understanding and make relevant comments.</p>
Literacy	Maths	Understanding the World
<p>I know that information can be retrieved from books, computers and mobile digital devices.</p> <p>I ask questions to find out more and to check my understanding about what I have read.</p> <p>I talk about some of the new knowledge and vocabulary learnt from books and use it in a range of contexts, including role play.</p> <p>I enjoy creating texts to communicate meaning for an increasingly wide range of purposes.</p> <p>I can articulate ideas structuring them in speech, before writing simple phrases and sentences using my phonic knowledge and learnt common exception words and using capital letters and full stops in the right place.</p> <p>I can re-read what I have written to check it makes sense.</p>	<p>I can continue to develop their counting skills, counting larger sets as well as counting actions and sounds.</p> <p>I can explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.</p> <p>I can compare quantities and numbers, including sets of objects which have different attributes.</p> <p>I can continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.</p> <p>I can begin to generalise about 'one more than' and 'one less than' numbers within 10.</p> <p>I can continue to identify when sets can be subitised and when counting is necessary.</p> <p>I can develop conceptual subitising skills including when using a rekenrek.</p> <p>I can understand that two equal groups can be called a 'double' and connect this to finger patterns.</p> <p>I can sort odd and even numbers according to their 'shape'</p>	<p>Can explain, in simple terms, the difference between human and physical features on maps.</p> <p>Can use a range of ways to find out about life in the UK compared with other countries and articulate these.</p> <p>Knows that other children do not always enjoy the same things and is sensitive to this.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Can articulate what others celebrate and understand that some special days repeat annually.</p> <p>Knows why religious venues are special and who goes there.</p> <p>I can name some places of worship.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments.</p> <p>Can talk about a range of different life cycles.</p> <p>Understands the effect of changing seasons on the natural world</p>

Expressive Arts and Design

I can draw a self-portrait, buildings, landscapes and animals, and include some detail.
I can engage in collaborative art, inspired by the work of other artists. I sometimes edit and improve my work.
I can write simple compositions using symbols, pictures, or patterns and I can express what I like and dislike about music I have heard.

I can sing making pitch and following melody. Inspired by other dance artists, I can choreograph my own dance moves, sometimes working with others, and sometimes editing and improving my work. I engage with others in creative role play and small world play, which sometimes develops over time