

Year Group: Reception
Summer Term: 2

Wow moments:

Meeting new teachers
Reception and KS1 Sports Afternoon
Pirate week



Downview Primary School
Medium Term Planner

Our school is underpinned by our 6 school values which were decided upon by staff and children. These values are: **Collaboration, Communication, Co-operation, Creativity, Independence, Resilience.**
Together we live by the motto that **“At Downview we grow and learn together everyday.”** At Downview Primary our behaviour mantra is that we are **"kind, respectful and safe."**

Summer Term 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 and 8
Communication & Language: Listening, Attention and Understanding Speaking	To have conversations with adults and peers with back and forth exchanges To talk in sentences using a range of tenses	To have conversations with adults and peers with back and forth exchanges To talk in sentences using a range of tenses	To have conversations with adults and peers with back and forth exchanges To talk in sentences using a range of tenses	To talk about why things happen To talk to different adults around the school	To talk about why things happen To talk to different adults around the school	To talk about why things happen To talk to different adults around the school	To talk in front of the class and teachers about the year.
Personal, social and emotional development Self-Regulation Managing Self Building Relationships	To understand the importance of persistence in the face of challenges.	To develop confidence in their own ability to solve problems.	To work together as a group to overcome challenges. To communicate effectively with others	To understand what it means to eat healthily. Vocab: exercise, breathing, heart-rate, health, relaxation, independence, pedestrian	To understand what it means to be a safe pedestrian. Vocab: exercise, breathing, heart-rate, health, relaxation, independence, pedestrian	To understand the importance of healthy food choices. To explore what it means to have a balanced diet Vocab: exercise, breathing, heart-rate, health, relaxation, independence, pedestrian	To talk about what they are good at, what they are proud of and set a target for next year.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 and 8
Physical development- Gross Motor Skills and Fine Motor Skills	To throw an object toward a target. To hold scissors correctly and cut various materials To write letters using the correct letter formation and increasingly consistent sizing	To negotiate obstacles when moving on foot, bikes and scooters. To hold scissors correctly and cut various materials To write letters using the correct letter formation and increasingly consistent sizing	To hold scissors correctly and cut various materials To write letters using the correct letter formation and increasingly consistent sizing	To hold scissors correctly and cut various materials To write letters using the correct letter formation and increasingly consistent sizing	To talk about sportsmanship and show resilience during competitive situations. To negotiate moving objects with care. To hold scissors correctly and cut various materials To write letters using the correct letter formation and increasingly consistent sizing	To take part in sports day. To hold scissors correctly and cut various materials To write letters using the correct letter formation and increasingly consistent sizing	To reflect upon this year’s learning and re-create our favourite class activities.
Literacy- Comprehension	Whole Class Read focus: Sally and the Limpet Vocab: limpet, exploring, tugged, Phrase: Not long ago To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	Whole Class Read focus: Sally and the Limpet Vocab: squelching, tightly, offering Phrase: pulled with all her might To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	Whole Class Read focus: Sally and the Limpet Vocab: heaved , groaned, wiggled Phrase: all their lives, endless corridors To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	Whole Class Read focus: Commotion in the Ocean Vocab: curious, sneaky, spy, waddle Phrase: what a shame To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	Whole Class Read focus: Commotion in the Ocean Vocab: batch, jiggle, grin, bellow Phrase: head to the tip of his tail To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	Whole Class Read focus: Commotion in the Ocean Vocab: bored, skewer, bulbous, cling Phrase: jaws open wide To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	Whole Class Read focus: The Night Pirates Vocab: brave, bandits, crew gaped Phrase: quite as mice , stealthy as shadows To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books

Literacy- Word Reading	Sounds: Revise all taught sounds Tricky words: to revise block 1 tricky words Blending: 2 syllable words CCVCC, CCCVC and CCCVCC words Revise Tricky Red Words: what when said ask little like	Sounds: Revise all taught sounds Tricky words: to revise block 2 tricky words Blending: 2 syllable words CCVCC, CCCVC and CCCVCC words Revise Tricky Red Words: here there were out house one once	Sounds: Revise all taught sounds Tricky words: to revise block 3 tricky words Blending: 2 syllable words CCVCC, CCCVC and CCCVCC words Revise Tricky Red Words: some come love have	Sounds: Revise all taught sounds Tricky words: to revise block 4 tricky words Blending: 2 syllable words CCVCC, CCCVC and CCCVCC words Revise Tricky Red Words: she put push pull full they of	Sounds: Revise all taught sounds Tricky words: to revise all taught tricky words Blending: 2 syllable words CCVCC, CCCVC and CCCVCC words Revise Tricky Red Words: my by you are all	Sounds: Revise all taught sounds Tricky words: to revise all taught tricky words Blending: 2 syllable words CCVCC, CCCVC and CCCVCC words Revise Tricky Red Words: he be me we was her	Sounds: Revise all taught sounds Tricky words: to revise all taught tricky words Blending: 2 syllable words CCVCC, CCCVC and CCCVCC words Revise Tricky Red Words: no so to do into
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Literacy- Writing Sally and the Limpet Commotion in the Ocean The night Pirates	To label character and setting pictures. To write two short sentences to recount a story. To form lowercase and capital letters correctly, use correct formation and increasingly consistent sizing. To write longer and compound words, spell some tricky words correctly. To retell a story using story language: First Next then	To label character and setting pictures. To write two short sentences to recount a story. To form lowercase and capital letters correctly, use correct formation and increasingly consistent sizing. To write longer and compound words, spell some tricky words correctly. To retell a story using story language: First Next then	To label character and setting pictures. To write two short sentences to recount a story. To form lowercase and capital letters correctly, use correct formation and increasingly consistent sizing. To write longer and compound words, spell some tricky words correctly. To retell a story using story language: First Next then	To label character and setting pictures. To write two short sentences to recount a story. To order a story and use story language when adding detail. To form lowercase and capital letters correctly, use correct formation and increasingly consistent sizing. To write longer and compound words, spell some tricky words correctly.	To label character and setting pictures. To write two short sentences to recount a story. To retell a story using story language: First Next then To form lowercase and capital letters correctly, use correct formation and increasingly consistent sizing. To write longer and compound words, spell some tricky words correctly.	To label character and setting pictures. To write two short sentences to recount a story. To re-write a story using story language: First Next then To form lowercase and capital letters correctly, use correct formation and increasingly consistent sizing. To write longer and compound words, spell some tricky words correctly.	Week 7-To write speech bubbles in role as pirates. To describe the role of a pirate. To form lowercase and capital letters correctly, use correct formation and increasingly consistent sizing. To write longer and compound words, spell some tricky words correctly. Week 8 - To write a ‘best’ piece of writing about themselves using all they have learnt this year, using capital letters, full stops and finger spaces.
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	Week 1	Week 2	Week 3	Week 4	Week 6	Week 7 and 8
Mathematics- Number Numerical Patterns	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other To recognise and have an understanding of numbers to 20.	Verbally count beyond 20, recognising the pattern of the counting system To experiment using a range of resources to compare the mass of objects around the classroom.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. To explore the capacity and size of objects around the classroom.	some number bonds to 10 (including doubles facts) To develop adding and subtracting skills using practical resources. Have a deep understanding of number to 10, including the composition of each number To explore different ways of sharing and grouping	Subitise (recognise quantities without counting) up to 5 To recall number bonds to 10.	To use positional language to describe placements and orientations,

Understanding the World: Past and Present People, Culture and Communities The Natural World	Talk about the lives of the people around them and their roles in society.	Family Tree. Who is the oldest and youngest in my family? Comparing the beach then and now.	Pantosaurus- The Pants Rule. To talk about summer clothing and how to stay safe in the sun	To know about and recognise the signs of Summer in our environment To explore rock pools as a habitat To experiment with floating and sinking.	To describe places that are special to me for example the beach, the park, my church. 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 and shared in school- Spreading My Wings, I love Me!, Little Glow, All are Welcome, New Baby, My First Ramadan Moving forward into my new class	To describe a journey using found objects as prompts. To explore a range of maps. To find and name familiar features on maps and make their own map.	To find and name familiar features on maps and make their own map. To know some similarities and differences between themselves before starting school and now, discussing their experiences
Expressive Arts and Design Creating with Materials Being imaginative and expressive	To learn about the different ways in which we can join materials together and to practise these techniques To build sand structures. To mix paint to create new colours and with effective consistency.	To learn about the different ways in which we can join materials together and to practise these techniques To build and describe a model of a familiar place. To build sand structures. To mix paint to create new colours and with effective consistency. Father's day cards- fish hand print	To learn about the different ways in which we can join materials together and to practise these techniques To mix paint to create new colours and with effective consistency. Using colouring pencils to a desired effect.	To learn about the different ways in which we can join materials together and to practise these techniques To learn how to fold, curl and cut paper to achieve a desired effect. To mix paint to create new colours and with effective consistency. Using	To learn about the different ways in which we can join materials together and to practise these techniques To learn how to fold, curl and cut paper to achieve a desired effect. To mix paint to create new colours and with effective consistency.	To learn about the different ways in which we can join materials together and to practise these techniques To create maps in 3d To make boats and test whether they sink or float and then modify.	To create maps in 3d To make boats and test whether they sink or float and then modify. To mix paint to create new colours and with effective consistency.