

Reception - Summer 2 MTP (Subject Specific)

Subject	Sci	Computing	History	Geography	Art	DT	Music	PE	RE	PSH CE
Subject content and skills to cover	-	<p>Role Play—2Publish</p> <p>In 2Publish, use the story sequencing template (3 boxes for images and 3 boxes for text). You can import your own images of the children in role play acting out the story and ask the children to add their own words under the image.</p>	<p>When the Queen visited Africa</p> <p>Listen to the Queen's first broadcast (1942).</p> <p>Explain she was only 21 years old!</p> <p>Look at pictures from when the Queen has visited Africa over the years. Revisit learning on growth and change over time.</p>	<p>Comparing Africa and England</p> <p>Revisit Africa's climate and compare to England's</p> <p>Revisit some of the animals you might find living in Africa and compare to England. Would we find them living in England?</p> <p>Revisit learning about African culture (music, food, clothing, schooling, travelling). Explore the similarities and differences between the two cultures.</p>	-	<p>A royal party</p> <p>Look at different kinds of tea parties, royal parties</p> <p>Discuss celebrations and some of the things we might do to celebrate (cake, special food, decorations, dancing)</p> <p>Plan a royal tea party with the children</p> <p>Revisit learning about preparing food and making sandwiches</p> <p>Revisit learning about making decorations and cards</p> <p>Make crowns with the children</p> <p>Children to plan/design their crown and think of materials and decorations they need</p> <p>Children to make crowns</p> <p>Children to critique/ evaluate—would they change anything? Is the crown fit for purpose?</p>	<p>Music is interwoven throughout input, provision and classroom practice. The units below will be covered by all children, but will likely change order and overlap throughout the year. Children will learn to perform confidently, listen carefully and enjoy responding to music in a range of contexts.</p> <p>Listening and Attention</p> <p>Nursery Rhymes (please see core text list for more detail on rhymes and songs covered)</p> <p>Mini Mash music</p> <p>Singing Moving to music and remembering sequences</p> <p>Identifying musical instruments and experimenting with the sounds they make</p> <p>Discussing how music makes us feel?</p>	<p>Moving safely and fluently with increasing control</p> <p>To throw objects towards a target</p> <p>To control objects of various shape and size</p> <p>To explore throwing with dominant hand—Does the child have a dominant hand that they throw with?</p> <p>To negotiate space and avoid other players</p> <p>To maintain good balance</p> <p>To control the body in large and small scale movements</p> <p>To be able to play racing and chasing games</p> <p>To change speed and direction with control</p> <p>To jump and land safely</p> <p>Keeping Healthy</p> <p>To recognise the importance of a health diet, exercise, rest and sleep</p> <p>To recognise the changes that happen to their bodies when they are active</p>	<p>Key features of Islam</p> <p>Crescent Moon is often seen as a symbol of Islam</p> <p>Imam—a person who leads worship in the mosque</p> <p>Qur'an—Holy book of Islam</p> <p>Prayer Mat—Often handwoven with elaborate patterns, Muslims use a prayer mat for their worship</p> <p>Mecca is the holy city of Islam and the birth place of the prophet Mohammed</p> <p>Muslims around the world face Mecca when they pray</p> <p>A mosque is where Muslims worship. Mosques are built to face the holy city of Mecca</p> <p>Muslims are called to pray 5 times a day</p> <p>The Kaaba (House of God) is the holiest building in Islam</p> <p>All Muslims are obliged to practise the Five Pillars of Islam:</p> <p>Shahada—A declaration of faith</p> <p>Salah—Prayer 5 times a day</p> <p>Zakat—Giving to charity</p> <p>Fasting during Ramadan</p> <p>Hajj—Pilgrimage to Mecca</p>	-
Intent	-	<p>Explore Mini Mash</p> <p>Use technology to role play in character</p>	<p>Understand we change as we grow</p> <p>Compare then and now and develop an understanding of the passing of time</p>	<p>Explain some similarities and differences between life in this country and life in other countries.</p>	-	<p>Revisit skills taught throughout the year</p> <p>Be confident in making and creating (Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function)</p>	<p>Enjoy, create and move to music. Perform well known songs and rhymes.</p>	<p>Know about changes to our bodies when we exercise and how to promote wellbeing.</p> <p>Move safely, fluently and with increased control.</p>	<p>Celebrate and value cultural, religious and community events.</p> <p>Know some similarities and differences between different religious and cultural communities in this country.</p>	-



Reception - Summer 2 MTP (Prime Areas)

Subject	Communication and Language	PSE Development	Physical Development Gross motor	Physical Development Fine motor
Subject content and skills to cover	<p>Communication and Language work is woven throughout the curriculum and daily practice. Contact and skills coverage is child dependent and therefore varies dependent on the child's current level of development.</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. <input type="checkbox"/> Make comments about what they have heard and ask questions to clarify their understanding. <input type="checkbox"/> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary <input type="checkbox"/> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <input type="checkbox"/> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn, Spring and Summer 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> To think about the perspective of others. <input type="checkbox"/> Begin to show empathy. <p><u>Taken from Statutory Framework/ELG's:</u> -</p> <p><u>TC:</u> -</p>	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn, Spring and Summer 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u> -</p> <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate strength, balance and coordination when playing <p><u>TC:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PE—Move with Max (Outer Space) <input type="checkbox"/> Know about some major sporting events. <input type="checkbox"/> Participate in sporting events (Dance Competition, Multi-Skills Festival, Sports Day). 	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn, Spring and Summer 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u> -</p> <p><u>Taken from Statutory Framework/ELG's:</u> -</p> <p><u>TC:</u> -</p>
Intent	<p>Children feel confident and have quality back and forth interactions with adults and peers. Children are given extensive opportunities to use and embed new vocabulary and language structures.</p>	<p>Develop own independence and know how to keep themselves healthy and safe, including making good food choices and knowing about exercise and brushing teeth.</p>	<p>Move confidently, safely and fluently with increasing control.</p>	<p>Continue work from previous terms on building fine motor strength for those who need it.</p>



Reception - Summer 2 MTP (Specific Areas)

Subject	Literacy Word Reading and Comprehension	Literacy Writing	Numeracy
Subject content and skills to cover	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn, Spring and Summer 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Re read books to build confidence in word reading, fluency and understanding. <p><u>Taken from Statutory Framework/ELG's:</u> -</p> <p><u>TC:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Have a deep understanding of Reception Dream Read list books and be able to talk about them. <p><u>Taken from Read, Write, Inc. Progress Expectations:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read green or purple storybooks. 	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn, Spring and Summer 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use capital letters and full stops. <p><u>Taken from Statutory Framework/ELG's:</u> -</p> <p><u>TC:</u> -</p>	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn, Spring and Summer 1 Medium Term Plans for more detail.</p> <p>In school, we follow the Maths: No Problem programme. The following objectives have been planned for to ensure a deep coverage of number and numerical patterns as well as exposing the children to shape, space and measure.</p> <p>Maths: No Problem are yet to release the termly overview for Summer Term.</p>
Intent	<p>Read simple sentences containing red words confidently and re read books to build phonic accuracy, fluency and comprehension of what they have read.</p> <p>Children develop a love of reading and storytelling and are able to talk about familiar books using newly introduced vocabulary.</p>	<p>Children are able to write simple sentences using finger spaces, full stops and some capital letters.</p>	<p>Children will develop mathematical language and vocabulary to be able to investigate, explain and reason with mathematical concepts.</p>



Reception - Summer 2 MTP (Specific Areas)

Subject	Understanding the World	Expressive Art and Design
Subject content and skills to cover	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn, Spring and Summer 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise some similarities and differences between life in this country and life in other countries <input type="checkbox"/> Understand the effect of changing seasons on the natural world around them <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate - maps <input type="checkbox"/> Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. <input type="checkbox"/> Understand some important processes and changes in the natural world inc. seasonal change and changing states of matter <p><u>TC:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to broadcasts from 1950's and the queen's first broadcast. Compare that with TV we watch nowadays. 	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn, Spring and Summer 1 Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u> -</p> <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function
Intent	Please see subject specific intent on the following page.	Please see subject specific intent on the following page.