

All Saints Primary - Reception Medium Term Planning

TERM: Summer 2		TOPIC: Habitats		
What are the children learning to do? (Skills)		What do we want the children to know? (Knowledge)	Books	Vocabulary
P S E D	<ul style="list-style-type: none"> -I can set my own goals of things I want to be able to do. -I can reach my goals. 	<ul style="list-style-type: none"> -I know how to problem solve. -I know how to stay calm when I am frustrated. 		
C & L	<ul style="list-style-type: none"> -I can use recently introduced vocabulary. -I can ask questions after I have been told something to make sure I understand. 	<ul style="list-style-type: none"> -I know how to talk about my ideas and feelings. -I can use past present and future tense as well as using lots of words to connect my thoughts together. 	<ul style="list-style-type: none"> -Where the wild things are -Trapdoor -Batfink 	<ul style="list-style-type: none"> -Escapade, vegetation, navigate, disembark, coronation, shimmy, evade, irritated -stalking, smuggle, miniature, evade, grasp, foe, dozing, slink -spark, sidekick, rapid, idle, napping, rescue, thrilling, hurdle
P D	<ul style="list-style-type: none"> -I can practice running, walking, jumping, hopping, leaping, throwing, catching, kicking, striking and balancing in lots of activities. -I can work as part of a team to succeed in a game. - I can give out roles in an activity to my team like captain and leader. - I can write quickly, easily and correctly. 	<ul style="list-style-type: none"> - I know how to and want to work with others to do well in a game. -I am starting to know how to work as a team to do well in an activity. -I understand how to work as part of a team well. -I understand my role in a game. 		<ul style="list-style-type: none"> running, walking, jumping, hopping, leaping, throwing, catching, kicking, striking, balancing, team, captain, leader.

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L I T	<p><u>Writing</u></p> <ul style="list-style-type: none"> -I can use capital letters, full stops and finger spaces correctly. -I can re-read my work to check that it makes sense. -When I spell words, they are phonetically correct. -I can use the helpful words I have learnt, also including 'be' when I write. -I can write on the line. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - I know that in order to make sure my work makes sense, I should re-read it. - I know all the aspects of how to write a simple sentence. 		
	<p><u>Reading</u></p> <ul style="list-style-type: none"> -I can say the sounds for the letter and letter groups ow, oi, ear, air, er, -ue, -ure, -ture. -When I see words with these letters, I can use my known letter-sound knowledge to blend them into a word. - I can read simple sentences with these letters and using the helpful word 'be'. - I can read books from our blue level oxford reading books with more confidence. -I can read book 16, 17 and 18 from our Floppy's phonics programme. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> -I know how to blend the sounds letters make into a word. - I know the sounds made by ow, oi, ear, air, er, -ue, -ure, -ture letters and letter groups. - I know the helpful word 'be'. 	Floppy's Phonics Books 16, 17, 18	Blend, digraph, trigraph, phoneme, grapheme.
	<p><u>Comprehension</u></p> <p>I can talk about what I think is going to happen next in a story</p>	<p><u>Comprehension</u></p> <p>I use words I have learnt from stories, rhymes and books during my play and work</p>		
M A T H S	<ul style="list-style-type: none"> -I can measure with blocks, and bricks. -I can add things to scales to make them balanced. -I can count the number of faces on these shapes. 	<ul style="list-style-type: none"> -I know what 3D shapes cube, cuboid, sphere, pyramid, cone, cylinder look like. -I know that a clock tells us what time of day it is. 		Measure, scales, balances, faces, 3D shape, cube, cuboid, sphere, pyramid, cone, cylinder

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U W	<ul style="list-style-type: none"> -I can use vocabulary I have learnt to describe habitats. -I can describe features some animals have to help them live in particular habitats. -I can explore nature around me and describe what I see, hear and feel. -I can record the weather. - I can talk about a time where I have been to a different habitat. 	<p><u>RE- Special Places</u></p> <ul style="list-style-type: none"> -I know why places are special/holy. -I know why believers go to worship. - I know about deserts, arctic, grasslands, wetlands and forests and why they are different to the area I live and the places I have been. -I know how and why ice melts. -I know how shadows appear and how they change throughout the day. -I know how boats float. 		<p>Church, Mosque, Mandir, Temple, Holy, Islam, Mosque, Hinduism</p> <p>weather desert artic grassland wetland forest adapt</p>
E A	<ul style="list-style-type: none"> -I can keep a beat when dancing to music. -I can copy choreographed dances through our dance sessions. -I can use steps I have learnt to create my own dance moves. 	<ul style="list-style-type: none"> -I know how to tap rhythms to go with words and songs. 		<p>Rhythm, beat</p>
<p>Visits and visitors: - Trip to a local beach</p>				