

	WEEK 1 3/6/24	WEEK 2 10/6/24	WEEK 3 17/6/24	WEEK 4 24/6/24	WEEK 5 1/7/24	WEEK 6 8/7/24	WEEK 7 15/7/24
Events		Inkpen Forest School	Donaldson Forest School Hero guests Parent visit (policeman) 9:30 – classroom	Rosen Forest School	Move up day Sports Day (5/7/24)	Cucina – fruit kebabs	Showcase Shine Time
CL	3-4 Year Olds (DM) Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play			Children in Reception (DM) Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition			
	Rhymes: Five Little Peas One Potato, Two Potato Making Soup This Is The Way We Pick Our Fruit The Good Food Song Oh, Do You Eat Your Vegetables Vegetables						
	Poems: Say Please from Don't Put Mustard in the Custard by Michael Rosen Eat Your Peas by Kes Gray and Nick Sharratt I Eat My Peas With Honey						
	Vocabulary: Flannel, commit, crept, snuck up, yelled, summoned up, cornered, closed in, belonged, escapee, air, marched, frozen, vegetables Boil, fry, harvest, if you please, mince, mushy peas, noon, roast, spam, squeeze, stew, taste, tease, vegetables						
PSED	3-4 Year Olds (DM) Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.			Children in Reception (DM) See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.			

	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>			<p>Manage their own needs - Personal hygiene</p>			
	<p>How can we be heroes? Who can we help? Discuss people who help us.</p>	<p>Discuss healthy foods and why they are important for healthy minds and bodies</p>	<p>How do the vegetables feel at different parts of the story? Match pictures in the story to emotions cards Talk about situations in the setting where conflicts may arise. How can we solve these problems without arguing or fighting?</p>	<p>Discuss which school rules Evil Pea is breaking Conscience Alley Would you forgive Evil Pea? Discuss forgiveness</p>	<p>Transitions & changes How are we feeling about moving to a new class? Link to Shine Values</p>	<p>Transitions & changes Reflect on how we have changed during your Reception year. What can you do now that you couldn't do when you started in September? How have you grown? Link to Shine Values</p>	<p>Transitions & changes Year 1 ready! Learning behaviour, friendships, managing self Link to Shine Values</p>
<p>PD</p>	<p>3-4 Year Olds (DM) Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>			<p>Children in Reception (DM) Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>			
<p>Frozen peas and tweezers - Put an amount in each container/ save the frozen evil peas from the jelly! Play with Mr Potato head - Attach clothing by lining up clip and hole Create a superhero assault course outside Dance write - Tell the story of Supertato and ask the pupils to act out his actions e.g. flying through the air, lifting up the cheese, washing broccoli. On a large roll of paper encourage the pupils to make exaggerated marks showing how he moved e.g. swirls for flying through the air, large dots for stomping through the supermarket, line jumps to show jumping over tins of beans, circular marks to show him washing broccoli Healthy eating - Use paper plates and art resources to make healthy dinner Five a day - What would your five be? Make playdough superheroes Create a superhero obstacle course</p>							
<p>SPORTS COACH: Team Games – Land of Fairy Tales (Start Sporty)</p>							

Cover all skills developed throughout the year: use of space, travelling, balancing, jumping, ball skills, aiming at a target, use of apparatus etc. By the end of the unit, the children can participate in simple team games that involve turn taking.						
L	3-4 Year Olds (DM) Understand the five key concepts about print: <ul style="list-style-type: none"> - Print has meaning. - Print can have different purposes. - We read English text from left to right and from top to bottom. - The names of the different parts of a book. - Page sequencing. 		Children in Reception (DM) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme.			
	Fiction		SUPERTATO BY SUE HENDRA https://www.youtube.com/watch?v=QlaMeNmTG6c			
	Poetry		EAT YOUR PEAS LOUISE BY PEGEEN SNOW DINNERTIME RHYME BY JUNE CREBBIN			
	<p>3- and 4-year-olds outcome: To sequence images depicting key events in the story and use the images to retell the basic storyline</p> <p>Children in Reception outcome: To rewrite the story.</p>					
Read the letter from the chilly peas	Sequence images and write sentences to retell the story so far	Plan a trap for the Evil Pea	Assessment: Retell the story	Record what each of the vegetables they have found looks like (shape, colour), smells like, tastes and feels like.	Read Eat Your Peas, Louise	Read Dinner time Rhyme
Write a set of instructions	Write a predicted ending including how they will celebrate or commiserate	Evil Pea hunt	Additional write: WANTED posters	Key features of narrative The ability to tell a story or series of connected events with precision and clarity and a clear beginning, middle and end.	Create a rhyming string for peas.	Create rhymes with foods and class names
Introduce the book and explore superheroes	Write a character description	Describe Supertato			Write a poem based on <u>Say Please</u>	Write lines for a class vegetable soup poem
Describe Supertato				Describe a vegetable and say why they like/or do not like it.	<i>I'll have a please sandwich cheese</i> <i>No I mean a knees sandwich please</i> <i>Sorry I mean a fleas sandwich please</i> <i>No a please sandwich please</i> <i>no no -</i>	Writing outcome: To contribute phrase/captions/lines to a class poem. Perform the poem
Label items in a supermarket Write speech bubbles					<i>I'll have a doughnut</i> Perform their own poem	

Phase 3 Monster Phonics with Phase 2 review

3-4 Year Olds (DM)

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
 Recite numbers past 5.
 Say one number for each item in order: 1,2,3,4,5.
 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
 Show 'finger numbers' up to 5.
 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
 Make comparisons between objects relating to size, length, weight and capacity.
 Understand position through words alone.
 Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.

Children in Reception (DM)

Early Learning Goal: Subitise (recognise quantities without counting) up to 5
 Early Learning Goal: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other
 Early Learning Goal: Have a deep understanding of number to 10, including the composition of each number
 Early Learning Goal: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
 Early Learning Goal: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including doubles facts)
 Early Learning Goal: Verbally count beyond 20, recognising the pattern of the counting system

**NCETM Week 26
 Focus: subitise
 Review & Assess**

Compare groups of the same object with a big difference in number, and then a small difference
 Compare by looking, then by matching 1-to-1
 Understanding when groups have an equal amount
 Comparing groups of objects that are of different sizes, colours or attributes
 Begin to generalise about '1 more/1 less' within 10
 Develop a sense of magnitude, e.g.

**NCETM Week 27
 Focus: Comparison
 Review & Assess**

Compare groups of the same object with a big difference in number, and then a small difference
 Compare by looking, then by matching 1-to-1
 Understanding when groups have an equal amount
 Comparing groups of objects that are of different sizes, colours or attributes
 Begin to generalise about '1 more/1 less' within 10
 Develop a sense of magnitude, e.g. knowing that 8 is a lot

**NCETM Week 28
 Focus: Understanding of numbers to 10
 Review & Assess**

Compare by looking, then by matching 1-to-1
 Compare groups of objects that are different sizes/colours/attributes, using the language of comparison
 Show (through practical activities) an understanding that numbers can be split into smaller parts
 Show (through practical activities) how to recombine parts to make a whole amount

**NCETM Week 39
 Focus: Patterns with numbers to 10
 Review & Assess**

Assemble a whole object from different parts
 Make a whole number from 2 parts
 Split some numbers into 2 groups that each have an equal amount
 Recognise that 2 equal groups can make a double, e.g. double 3 is 6 altogether
 Understand that double patterns are even; they have 'flat tops'
 Understand that odd numbers cannot be

**NCETM Week 30
 Focus: Automatic recall
 Review & Assess**

Know that whole amounts can be split into parts
 Know that parts can be combined to make whole amounts, and that the whole is larger than each of its parts
 Know the 'numbers within' 3 (i.e. that 3 is composed of 2 and 1)
 Knowing the different 'numbers within' 4 and 5, and naming the parts that make the whole number (e.g. that 5 is

**NCETM Week 31
 Focus: Counting beyond Twenty
 Review & Assess**

Tag each object in a group of up to 10 objects (1-to-1 correspondence)
 Know number names to 10 and their order (stable order principle)
 Know that the last number counted gives the total in the set (cardinal principle)
 Count up to 10 things that can't be seen or tagged, such as jumps, hops, sounds, etc.

Simple problems involving addition and subtraction, using supermarket items
 How many peas in a pod? Pupils shell peas to count and record how many
 Fill two or three jars with different vegetables e.g. peas in one, sprouts in another, mini carrots in another. Children estimate the amount and label using a sticky note. Count together and compare amounts

	<p>knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2.</p> <p>White Rose Summer Term Block 5 Visualise, Build and Map</p> <p>SSM Investigate making repeating patterns with cake toppings/different vegetables</p>	<p>more than 2, but that 4 is only a little bit more than 2.</p> <p>White Rose Summer Term Block 5 Visualise, Build and Map</p> <p>SSM Sort and classify vegetables</p> <p>List class favourite vegetables</p>	<p>Show that some numbers to 10 can be split into 2 equal parts</p> <p>Know that 5 is a key anchor in our number system, from which other numbers may be derived</p> <p>Begin to generalise about '1 more than/1 less than' within 10</p> <p>Develop a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but 4 is only a little bit more than 2</p> <p>White Rose Summer Term Block 5 Visualise, Build and Map</p> <p>SSM Measure length of different vegetables</p>	<p>split into 2 equal groups; they're not doubles, they have an 'odd block'/'odd one out'</p> <p>White Rose Summer Term Block 6 Make Connections</p> <p>SSM weigh different vegetables. Which is the heaviest/lightest. Order by weight</p>	<p>composed of 4 and 1, and 3 and 2)</p> <p>When shown a quantity to 5, saying how many are subsequently hidden under a cloth or bowl</p> <p>Know the different 'numbers within' 10, and naming the parts that make the whole number, e.g. that 10 is composed of 5 and 5, or 6 and 4</p> <p>Know doubles facts up to '5 and 5 make 1</p> <p>White Rose Summer Term Block 6 Make Connections</p> <p>SSM Order the vegetables by size. Problem solve – why does the carrot not fit in bag, box etc</p>	<p>(abstraction principle)</p> <p>Understand that the quantity remains the same when (up to 10) objects are counted in a different order (order irrelevance principle)</p> <p>Develop strategies to keep track of what has and has not been counted (e.g. rearranging objects into a line, moving objects as they're counted)</p> <p>Recognise the pattern of the counting system, when beginning to count beyond 20.</p> <p>SSM Play - what's the time Mr Wolf?</p>	
<p>UW</p>	<p>3-4 Year Olds (DM) Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family's history.</p>		<p>Children in Reception (DM) Talk about members of their immediate family and community. Name and describe people who are familiar to them Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>				

	<p>Science Investigation</p> <p>Vegetables frozen in ice & observe what happens. How can we make the ice melt faster?</p>	<p>Science</p> <p>Where do our vegetables come from? How do they grow?</p> <p>Science</p> <p>The life cycle of a pea</p> <p>Plant peas and observe changes</p>	<p>RE</p> <p>What can we learn from stories from the Bible? Jonah</p> <p>Science investigation</p> <p>What happens to vegetables if you leave them? Observe what happens to vegetables left out over a period of time</p>	<p>History</p> <p>Heroes from the past Year 1 class names Seacole Cavell Nightingale</p> <p>Geography</p> <p>Visit the kitchen garden and draw maps of the area</p>	<p>Science Investigation</p> <p>What happens when you boil a potato?</p> <p>Look and describe a potato before boiling and after boiling Notice the changes</p>	<p>RE</p> <p>What can we learn from stories from the Bible? David and Goliath</p> <p>Science</p> <p>Life cycles of an animal</p>	<p>Computing</p> <p>Exploring Apps (Chatter Pics/Puppet Pals)</p> <p>Retell the story of Supertato</p>
<p>EAD</p>	<p>3-4 Year Olds (DM)</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Remember and sing entire songs.</p>				<p>Children in Reception (DM)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p>		
	<p>Art</p> <p>Make superhero laser goggles using egg cartons or cuffs using card</p> <p>Make own superhero mask/ capes</p> <p>Role Play</p> <p>Superhero dress up</p>	<p>Art</p> <p>Vegetable prints</p> <p>Role Play</p> <p>Supermarket role play</p> <p>Music</p> <p>KAPOW: lesson 1 What makes an Instrument?</p>	<p>Art:</p> <p>Vegetable heroes- Create superhero vegetables with pipe cleaners, googly eyes and small pieces of fabric</p> <p>Music</p> <p>KAPOW: lesson 2 Introduction to orchestra</p>	<p>DT</p> <p>Design and make evil pea traps</p> <p>Music</p> <p>KAPOW: lesson 3 Follow the Beat</p>	<p>Music</p> <p>KAPOW: lesson 4 Tuned and untuned instruments</p>	<p>Music</p> <p>KAPOW: lesson 5 Big Band performance</p> <p>Art</p> <p>Self portraits (assessment)</p>	<p>Art</p> <p>Giuseppe Arcimboldo style vegetable art</p>
<p>Provision</p> <p>Play and Learn</p>	<p>The Characteristics of Effective Teaching and Learning:</p> <p>Playing and exploring - children investigate and experience things, and 'have a go' Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p> <p>Leave the images from the double page in all</p> <p>Pupils to create images of</p> <p>Hide evil peas with words that match</p> <p>Leave images of the pupils (as</p> <p>Write on black paper with a</p> <p>Copies of the word cards could be left out for</p> <p>Provide different materials for pupils</p>						

Year Group: RECEPTION

Term: Summer 2 2024

Topic: Superheroes

	<p>areas of the Continuous Provision environment for pupils to role play and use in small world play.</p> <p>Leave out superhero dress up and mask making activities.</p>	<p>vegetables and Supertato using paints and art materials. Add further speech bubbles to creations.</p> <p>Make paint patterns using kitchen utensils</p>	<p>your school's phonics programme on in the Continuous Provision environment for the pupils to find and read.</p> <p>Set up a tuff tray with vegetables for children to retell the story so far.</p> <p>Leave images from the text for the pupils to sequence adding captions on sentence strips. Use tweezers or pegs to pick up 'evil' peas and place them in pots to help Supertato.</p>	<p>superheroes) in all areas of the environment with speech and thought bubbles for the pupils to write in.</p>	<p>pencil and use a torch to read...bat writing!</p>	<p>pupils to read to each other or mixed in with other words which do not rhyme with peas. The pupils could sort them into two hoops/baskets.</p>	<p>to draw, paint, collage etc. Pupils may choose to illustrate parts of their poem. Give pupils the opportunity to perform their completed poem to an audience.</p>
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