

SIS Reception MTP- Summer 2 Under the sea/moving on

***Sticky knowledge for topic**

| Children's current knowledge, skills, interests and experiences | The children need... | Intention <i>(based on the needs of the children at the end of the previous half term)</i> |
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| ▪ | <ul style="list-style-type: none"> vocabulary and hands on exploration of sea animals to be able to access topic transition planning with opportunities to mix across the year group, go over to KS1 and meet new teachers explicit teaching of sun safety secure routines and firm boundaries from all members of staff | <ul style="list-style-type: none"> Children are prepared for moving to KS1 To build positive relationships with peers through turn taking, negotiating and sharing Develop knowledge of animals in our local seas/those abroad (Coral Reef, Australia) |

| Topic experiences | Key texts | Parental involvement and home learning |
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| Aquarium Trip Summer walk End of year party/picnic | Sharing a shell Rainbow Fish | Home reading books Love of reading books Little Lending Library Transition to KS1 meeting |

| Topic vocabulary | | |
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| Anchor words for all (key vocabulary for the topic) | Words for most | Words for some (more challenging and specific vocabulary) |
| sea ocean sea creature fish shark dolphin whale turtle shell seaweed float sink season summer Same Different Who, what, when, where, how? | map globe Australia England Country Coral Reef Great Barrier Reef habitat aquarium | Pollution environment |

Communication and Language

| What do we want the children to learn? | What learning opportunities will we provide? |
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| <p>I know new vocabulary and use it in context throughout the day.</p> <p>I can describe events in some detail.</p> <p>I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>I know how to ask questions to find out more.</p> <p>I know how to listen carefully and why listening is important I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know some rhymes, poems and songs.</p> <p>I listen to and talk about stories sharing my understanding.</p> <p>I can retell the story, with a deep familiarity.</p> <p>I can engage in non-fiction books.</p> | <p>Focus taught session weekly</p> <p>BLAST interventions for target pupils Opportunities for paired talk during carpet time Small group work Daily story time</p> <p>Vocab Vikki word of the day (daily)</p> <p>Curiosity cases/cupboards</p> <p>Daily story time Props for acting out known stories Role play- aquarium shop, aquarium, submarine?</p> |

Personal, Social and Emotional Development

| What do we want the children to learn? | What learning opportunities will we provide? |
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| <p>See themselves as a valuable individual.</p> <p>Manage their own needs.</p> <p>Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others. Think about the perspectives of others.</p> <p>I can talk how I am feeling about moving to a new class</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>I can talk about why I need to exercise regularly I can talk about why I need to eat healthily</p> | <p>Weekly taught session with PSED focused activity Year group assemblies 3 times weekly Celebration assembly once a week Opportunities for games, turn taking, collaborative play in BBT Golden rules revisiting School behaviour chart- rainbow reward stickers Head, Heart, Hands curriculum values reward stickers Circle times/Partner talk</p> <p>Discussing how we can look after sea creatures in the environment</p> <p>Healthy and safe theme week Sports day</p> <p>Food tech task during during theme week, e.g. fruit skewers or faces, fruit and veg faces, healthy sandwich</p> |

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| <p>Beach and water safety</p> <p>I know that I should not go in the water without an adult.</p> <p>I know should keep away from the edge of water in case I fall in</p> <p>I know I should stay with adults at the beach</p> <p>Sun safety</p> <p>I know that I need to wear sun cream in the sun to protect my skin.</p> <p>I know that I need to wear a sun hat and sunglasses in the sun to protect my face and eyes.</p> | <p>Use of twinkl safety powerpoints as a discussion starter.</p> <p>Visitors during healthy and safe theme week, e.g emergency services</p> |
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| Physical Development | |
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| What do we want the children to learn? | What learning opportunities will we provide? |
| <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient-</p> | <p>PD focused afternoon with taught input</p> <p>Continuous provision for gross motor development e.g. sweeping, swinging, pushing and pulling heavy large construction etc.</p> <p>Play/lunch/BBT time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing, e.g. handling, climbing, pushing and pulling, weight bearing activities, balancing</p> <p>Fiddly fingers daily session. Include opportunities for cutting, threading, stacking, tweezers and playdough</p> <p>Daily handwriting slot</p> |

| Mathematics | |
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| What do we want the children to learn? | What learning opportunities will we provide? |
| <p>- Following White Rose Maths, using NCETM resources and number blocks to support</p> <p>Phase 9- Find my pattern Consolidating key skills Count objects, actions and sounds to 20 and beyond Subitising Automatically recall number bonds for numbers 0–5 and some to 10. Compare numbers- doubling, sharing and grouping Compare numbers- odd and even</p> <p>Phase 10- On the move Consolidating key skills Deepening understanding Pattern and relationship Spatial reasoning Problem solving</p> <p>Word problems Counting in 2's, 5's, 10's Money</p> | <p>Daily maths lesson</p> <p>Daily mental maths session (10 mins)</p> <p>Count beyond ten (as part of number of mental oral maths daily slot)</p> <p>Adding/Subtracting- drawing own magic buttons. More focus on problem solving activities.</p> <p>Exploring properties, roll, stack, shape of faces</p> <p>Opportunities for children to secure and embed learning through opportunities during child initiated time</p> |

| Literacy | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Reading | | Writing | | | | | | | | | | | | | | | | | | | | | | | | | |
| What do we want the children to learn? | What learning opportunities will we provide? | What do we want the children to learn? | What learning opportunities will we provide? | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th></th><th>Phase 4</th></tr><tr><td>Week 1</td><td>short vowels CVCC</td></tr><tr><td>Week 2</td><td>short vowels CVCC CCVC</td></tr><tr><td>Week 3</td><td>short vowels CCVCC CCVCV CCVCVC longer words</td></tr><tr><td>Week 4</td><td>longer words compound words</td></tr><tr><td>Week 5</td><td>root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</td></tr></table> <table><tr><th></th><th>New tricky words</th></tr><tr><td>Week 1</td><td>said so have like</td></tr><tr><td>Week 2</td><td>some come love do</td></tr><tr><td>Week 3</td><td>were here little says</td></tr><tr><td>Week 4</td><td>there when what one</td></tr><tr><td>Week 5</td><td>out today</td></tr></table> <p>I can read a few common exception words.</p> <p>I can read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.</p> <p>I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> | | Phase 4 | Week 1 | short vowels CVCC | Week 2 | short vowels CVCC CCVC | Week 3 | short vowels CCVCC CCVCV CCVCVC longer words | Week 4 | longer words compound words | Week 5 | root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est | | New tricky words | Week 1 | said so have like | Week 2 | some come love do | Week 3 | were here little says | Week 4 | there when what one | Week 5 | out today | <p>Daily Little Wandle phonics lesson</p> <p>Daily keep up sessions for children falling behind</p> <p>Daily reading session, children to have a guided adult session 3 x weekly</p> <p>Reading books sent home every week match the children’s reading ability</p> <p>Opportunities for developing blending skills during continuous provision inside and out</p> <p>Daily story times, making use of the opportunity for the children to answer questions about the books and talk partner ideas.</p> <p>Opportunities for developing blending skills during continuous provision inside and out</p> <p>Reading books sent home every week match the children’s reading ability/ Bug Club</p> <p>All children to have love of reading books changed every Friday</p> <p>Daily ‘Vocab Vikki’ session for introducing a new ‘word of the day’</p> <p>Small world/story telling items/story sacks available during child initiated time, with new books that are matched to children’s interests.</p> | <p>I can:</p> <ul style="list-style-type: none">Form lower-case and capital letters correctly.Write short sentences by segmenting unfamiliar words and spelling known tricky words correctly. <p>Phase 4 phonics- begin to spell ccvc and ccvc words correctly, applying known sounds</p> <p>To use and spell phase 3 and 4 common exception words in writing.</p> <p>To use phonic knowledge to write simple sentences.</p> <p>Begin to write sentences that can be read by others inc, finger spaces, capital letters, full stops and letters formed correctly.</p> <p>Begin to write letters, stories and books.</p> <p>Begin to use ‘and’ or ‘because’ in sentences to connect ideas.</p> <p>Continue a rhyming string</p> | <p>Daily writing lesson</p> <p>Daily handwriting session</p> <p>Daily Little Wandle phonics lesson that includes writing of words applying the taught sound and spelling common exception words</p> <p>2x weekly writing focused mornings including phonics and writing activities, e.g. adding labels, captions, sound buttons</p> <p>Phonics and continuous provision inside and out</p> <p>Interactive displays and role-play areas that encourage writing.</p> <p>Child initiated writing morning to apply new learning</p> <p>Encourage children to make use of ‘wow bag or box’ with interesting things to write and talk about, during child initiated time.</p> <p>Simple scaffolds to support adult lead writing-</p> <p>Use of different writing genres to encourage writing eg. fact poster (someone swallowed Stanley), story retelling, shark facts, thought bubbles, rhymes</p> |
| | Phase 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | short vowels CVCC | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Week 3 | short vowels CCVCC CCVCV CCVCVC longer words | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 4 | longer words compound words | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 5 | root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | New tricky words | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | said so have like | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 2 | some come love do | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 3 | were here little says | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 4 | there when what one | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 5 | out today | | | | | | | | | | | | | | | | | | | | | | | | | | |

Understanding the World

| What do we want the children to learn? | What learning opportunities will we provide? |
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| <p><u>Foundations in History</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Look closely at similarities, differences, patterns and change</p> | <p>Sharing stories that include images from the past and figures from the past, e.g. books about seaside in the past 'In the past seaside holidays' (Doreen Taylor)</p> <p>'Moving on' mini topic. Explore what they were like in the past (start of year) and what they are like now- use photos from LJs and mirrors to compare appearance, handwriting, what they could do, what they liked etc</p> |
| <p><u>Foundations in RE</u></p> <p>I know that people have different beliefs and celebrate special times in different ways.</p> <p>Krishna's birthday Concept: Remembering</p> | <p>Ensure that special times are celebrated throughout the year as they arise in the classroom e.g. if a child in your class has a new sibling or cousin or if a member of the family is getting married. May also wish to celebrate special times that are relevant in today's society like a celebrity getting married i.e. royal family or Queen's Jubilee</p> <p>Learning about these common traditions through books/presentations/videos. BBT tasks linked to each</p> <p>Videos/books to share traditions</p> <p>Listening to simple stories</p> <p>Krishna's birthday: a Hindu festival where they celebrate the birth of the Hindu God Krishna (compare to Christians) What special place do Hindus celebrate in for Krishna's birthday?</p> |
| <p><u>Foundations in Geography</u></p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live e.g. comparing with Australia and the Great Barrier Reef</p> <p>Draw information from a simple map. e.g. know where England and Australia are on a map</p> | <p>Australia- compare weather to uk, show pictures/video clips</p> <p>Use of maps, globes and puzzles to explore</p> |
| <p><u>Foundations in Science</u></p> <p>Look closely at similarities, differences, patterns and change</p> <p>Which materials will float and sink</p> <p>How we can protect our world (pollution and recycling awareness)</p> | <p>Videos/books to explore and find out about sea creatures where we live Trip to Blue Reef Aquarium</p> <p>What animals you would find in the sea here? How and why they differ from those in a hotter country (Australia, Great Barrier Reef)</p> <p>Clips from documentaries/ films, e.g. Finding Nemo/Dory to illustrate Great Barrier Reef</p> <p>BBT- water tray exploration, which materials/objects float and sink. Links to maths- heavy and light.</p> <p>Text- Someone swallowed Stanley.</p> |

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| <p><u>Summer week- weather and environment</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>I can talk about common signs of Summer e.g. days are longer, hot with less rain, sun is usually visible, dry ground, plants need watering Recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p>Working scientifically skills to include-</p> <ul style="list-style-type: none"> • Ask and answer questions • Observe closely (e.g. seasonal changes, what they notice on their season walk, the weather, what they notice about different sea creatures) • Identify and classify (e.g. types of sea creature, names such as crab, fish, shark, turtle...) | <p>Summer theme week Summer walk (plus end of term walk/picnic/library trip)</p> <p>Objects to sort- which ones do we need for this season? e.g. hat, suncream, gloves... bring out same objects every time we cover so can make links.</p> |
| <p><u>Foundations in computing</u></p> <p>I can control toys and devices I can recognise and be able to use different devices I can use apps on a tablet</p> <p>I know to talk to someone I trust if something upsets me online</p> | <p>Use of voice recording toys, e.g. talking tins, recording clipboards, toys Use of tablets, e.g. basic apps, beginning to take photographs of minibeasts in the environment</p> <p>Online safety direct teach during theme week (links to PSED and safety curriculum)</p> |

| Expressive Arts and Design | |
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| What do we want the children to learn? | What learning opportunities will we provide? |
| <p><u>Foundations in Art</u></p> <p>Create simple representations of events, objects and people I can use oil pastels to draw what I see (observational drawing)</p> <p>Choose particular colours for a purpose</p> <p>Manipulate materials to achieve a planned effect Mix different media to create new effects</p> | <p>Artists Paul Klee- fish magic- wax resist with crayons and watercolours, use skills to create a wash Matisse- gold fish- oil pastels. water colours, picking media they would like to use</p> <p>painting fish using textured paints- sand, soil, baking soda, polyfilla with paint</p> <p>Creating different sea creatures and underwater scenes using different materials., concertina folding to make 3D fish</p> <p>Rainbow fish- creating scales, mixed media, tissue, card, holographic paper</p> |

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| <p><u>Foundations in performance (music, dance, drama)</u></p> <p><u>Singing</u> Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>I can join in whole class singing</p> <p>I know some simple nursery rhymes</p> <p>Know how to sing a melody (tune)</p> <p>I can do some actions to co-ordinate with a song</p> <p><u>Composing</u></p> <p>I know that sounds created by an object can be different</p> <p>I know how to hit or shake an instrument to create different musical effects</p> <p>I can play an instrument with varying pitch (high and low sounds), duration (long and short sounds) and tempo (fast and slow sounds)</p> <p><u>Performing</u></p> <p>I can explore different sounds made by my voice, hands, objects and instruments (timbre)</p> <p>I can create high and low sounds (pitch), long and short sounds (duration), loud and quiet sounds (dynamics) and fast and slow sounds (tempo)</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>I am beginning to recognise the sounds and name some percussion instruments (e.g. drum, tambourine, shaker, boom whacker)</p> <p>I can perform songs, rhymes, poems and stories with others</p> <p>I am beginning to use some musical terms (e.g. louder/quieter, faster/slower, higher/lower)</p> <p>Develop storylines in their pretend play.</p> | <p>Daily singing time Begin to do some performing of a song, simple percussion in small groups in front of class to build confidence with performance</p> <p>Beginning to attend whole school singing assembly</p> <p>Daily singing / rhythm and rhyme built into inputs</p> <p>Songs- Under the sea, 5 little fishes, 1,2,3,4,5 once I caught a fish alive</p> <p>Explore simple percussion- things to hit and shake, use vocab cards to develop skills such as fast/slow/loud/quiet/long/short</p> <p>Role-play- aquarium shop, aquarium, submarine?</p> <p>Discuss with children imaginative role-play, where the children can use objects as different objects.</p> <p>Opportunities for children to act out stories.</p> <p>Follow children's interests and provide opportunities for the children to develop these and enhance them.</p> <p>BBT- include plan, do, review process- to encourage creative and critical thinking skills Provide children with different resources that can be accessed independently during child-initiated time.</p> |
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| <p><u>Foundations in Design Technology</u></p> <p>Use simple tools with a purpose in mind, appropriately and adapt where necessary.</p> <p>Join materials together to create desired movement/shape.</p> <p>I recognise some vegetables and fruits</p> <p>I know that fruits and vegetables are healthy for me to eat</p> <p>I know hold a knife safely</p> <p>I know how to stir, spread, knead and shape a range of food and ingredients</p> <p>I know how to work safely and hygienically (e.g. washing my hands, washing equipment)</p> | <p>Creating different sea creatures and underwater scenes using different materials., concertina folding to make 3D fish</p> <p>Rainbow fish- creating scales, mixed media, tissue, card, holographic paper</p> <p>Healthy and safe theme week- food preparation and making opportunities such as fruity faces/skewers or healthy sandwiches</p> |
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