

WICKLEWOOD PRIMARY MEDIUM-TERM PLANNING 2022-2023 TERM: Summer 2 YEAR GROUP: Reception TEACHER: Mr Garlinge CLASS: Wren

	Week 1 5.6.23	Week 2 12.6.23	Week 3 19.6.23	Week 4 26.6.23	Week 5 3.7.23	Week 6 10.7.23	Week 7 17.7.23
Notes	Finalise end of year assessments PM Bench Marking	Wed 14.6.23 New intake reception meeting 6.30pm Gressenhall trip Sports Day		Home visits 25 & 26.6.23 26.6.23 EYFS data to be sent to county	Transition week		
Read, Write, Inc. Speed Sounds Group C/Ditty Karen B	sh, ch, th, ng, nk Ditty 18 & 19	Qu, z, x, y, r Ditty 12 & 20	V, k, g, j, Ditty 1 & 2	u, ck, ss, ll, Ditty 3 & 4	sh, ch, th, ng, nk Ditty 5 & 6	Use to revise certain sounds Ditty 7 & 8	Use to revise certain sounds Ditty 9 & 10
RWI Red Matt / Friday Teacher	Ay, ee, igh, ow, oo (zoo) Book 7	oo (book) ar, or, air, ir Book 8	oy, nk, ng ay, ee Book 9	igh Ow, oo, oo, ar Book 10	or, Air, ir, ou, oy Book 1	Use to revise certain sounds Book 2	Use to revise certain sounds Book 3
RWI Green Catherine	Ee, igh, ow, oo, oo Book 7	Ar, or, air, ir, oy Book 8	Nk, ng, ay, ee Book 9	igh Ow Oo, oo, Book 10	Ar, or, air, ir, ou, Book 1	Use to revise certain sounds Book 2	Use to revise certain sounds Book 3
RWI Purple Tanya	lgh, ow, oo, oo, ar Book 7	Or, air, ir, oy, nk Book 8	Ng, ay, ee, igh, Book 9	ow, oo, oo, ar Book 10	Or, air, ir, ou, oy, Book 1	Use to revise certain sounds Book 2	Use to revise certain sounds Book 3

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<p>Communication and Language</p>	<p>Describe events in some detail.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>)</p>	<p>Use talk to explain what is happening and what might happen next</p> <p>Able to follow the directions of others through role play activities (stage)</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p>	<p>Understands questions by communicating with friends about who needs more when sharing. How can we make these equal? Who are the characters in the story? (When, where, how)</p>	<p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>)</p> <p><i>Beginning to use more complex sentences to link thoughts (e.g. using and, because</i></p>	<p>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>)</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Introduces a storyline or narrative into their play</p>	<p>Use talk to organise, sequence and clarify thinking, feelings ideas and events</p> <p>Responds to instructions with more elements</p> <p>Able to sit and listen for longer periods</p>	
<p>Personal Emotional and Social Development</p> <p>Circle Time</p> <p>Jigsaw</p>	<p>Jigsaw – Changing Me Piece 1:</p> <p>My Body – I can name parts of my body</p>	<p>Jigsaw – Changing Me Piece 2:</p> <p>Respecting my body Ways to look after my body and keep it healthy</p>	<p>Jigsaw – Changing Me Piece 3:</p> <p>Growing up Understanding how I change from a baby to adult.</p>	<p>Beach safety</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p>	<p>Jigsaw – Changing Me Piece 4:</p> <p>Fun and Fears (part 1)</p> <p>I can express about how I feel moving to year 1.</p>	<p>Jigsaw – Changing Me Piece 5:</p> <p>Fun and Fears (part 2)</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p>	<p>Is able to work collaboratively to come up with ideas or how to do things. Do this by listening to others' ideas.</p> <p>My journey. Map about me: spider diagram of what you like. What do you like/don't. Name in the middle</p>

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<p>Physical Development</p>	<p>Developing small motor skills - paint brush / pencil</p> <p>Pencil control to form letters (mostly correctly) with speed and accuracy-quick right in RWI / handwriting sessions</p> <p>Talk about the body and understands the need for a variety in food</p> <p>Talk about different parts of the body</p>	<p>Sports Day Thurs 15th June</p> <p>Use their core muscle strength to achieve a good posture when sitting at the table and on the floor (linked to handwriting)</p> <p>to form letters (mostly correctly) with speed and accuracy-quick right in RWI / handwriting sessions</p>	<p>To know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Developing small motor skills - paint brush / pencil</p> <p>Pencil control to form letters (mostly correctly) with speed and accuracy-quick right in RWI / handwriting sessions</p> <p>Observes and controls breath, able to take deep breaths, scrunching and releasing the breath e.g. swimming and Calm me time. Zones of Regulation table</p>	<p>Describes physical changes to the body when feeling unwell, anxious, tired, angry or sad e.g. preparing for year 1</p> <p>Revisit Zones of regulation</p>	<p>Describes physical changes to the body when feeling unwell, anxious, tired, angry or sad e.g. preparing for year 1</p> <p>Revisit Zones of Regulation</p>	<p>Is able to talk about the routine of the day and get used to new routine</p>
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<p>Literacy</p>	<p>Model Text - The Princess and the Pea Imitate</p> <p>Discuss and describe characters and settings.</p> <p>Using adjectives to describe the characters of the story.</p> <p>Blend sounds into words, so that they can read short words made up of known letters– sound correspondences.</p> <p>Read some common exception words.</p>	<p>Model Text The Princess and The Pea Innovation</p> <p>Read a few common exception words</p> <p>Focus on digraphs, oral blending, segmenting, building words.</p> <p>Hears and says the initial sounds of the words.</p> <p>Use once upon a time, next and the end.</p> <p>Create pictorial representations of stories - story maps</p> <p>Read some common exception words.</p> <p>Fathers Day cards</p>	<p>Model Text The Princess and The Pea Invention</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talk about the beginning, middle and end of a story.</p> <p>Sequence their own story map.</p> <p>Read some common exception words.</p>	<p>Diary entry – a sleepless night</p> <p>Writing text for a different purpose</p> <p>Write simple sentences that include capital letters, full stops and finger spaces.</p> <p>Use adverbs when retelling a story. E.g. fortunately, unfortunately, luckily, unluckily.</p>	<p>Seaside visits today. What do you do. Postcards</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Understands questions such as <i>who; why; when; where</i> and <i>how</i></p> <p>Describe events from the past. Sequencing the event in order. E.g. <i>I went on the beach to make a sandcastle.</i> <i>I went to the seaside and had an icecream.</i></p>	<p>Seaside in the past</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Write short factual sentences for an information text. E.g. Caption to go with a picture of seaside photos from long ago.</p> <p>Uses language to imagine and recreate roles and experiences in play situations -puppet shows / punch and Judy.</p>	<p>Transition week.</p>
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<p>Books To Share</p>	<p>Class Reader – The Owl Who Was Afraid of The Dark</p> <p>Kipper – Through The Seasons</p>	<p>Class Reader – The Owl Who Was Afraid of The Dark</p>	<p>Giraffes Can't Dance</p>		<p>Seaside poems / sea shanties</p>	<p>Seaside Poems / Sea Shanties</p>	
<p>Theme / Understanding of the world</p>	<p>To describe what they see, hear and feel whilst outside. Describe what they see, hear and feel when outside in Summer .Observing trees and seasonal changes.</p>	<p>Exploring trees in summer.</p>	<p>Recognising some environment that is different to the one they live in- country and town / city life. – Introduction of oceans and islands.</p>	<p>Oceans and Islands. Locating places on a globe Floating & Sinking</p>	<p>The Seaside – seaside today and seaside from the past Exploring similarities and differences</p>	<p>The Seaside – seaside today and seaside from the past Exploring similarities and differences</p>	<p>Pirates – points on a compass. Using maps and making maps – orientteering</p>

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<p>White Rose Maths</p>	<p>First, then, now</p>	<p>Find My Pattern</p> <p>Practice and consolidate on counting back and forward</p> <p>Use counting principles in order to find out how many are in a set.</p> <p>to count out a required number of objects from a larger group.</p>	<p>Find My Pattern Doubling</p> <p>double means 'twice as many'</p> <p>Doubling with 10 frames</p> <p>Doubling with dominos</p> <p>Doubling with numicon</p> <p>doubling - painting butterflies</p>	<p>Find My Pattern</p> <p>Sharing and grouping - sharing experiences - what can we share, when we share?</p> <p>What is sharing equally?</p> <p>thredding in groups</p> <p>grouping prompts</p>	<p>On the Move</p> <p>Even and odd</p> <p>Grouping equally</p> <p>Learning what is even and odd</p> <p>Can we group differently?</p> <p>Making pairs</p>	<p>On the Move</p> <p>Take away</p> <p>Solving simple problems</p> <p>Taking way to find missing part</p> <p>Taking away - ending up with less</p>	<p>On the Move</p> <p>Making maps</p> <p>Mazes</p> <p>Patterns and repeating patterns</p>
<p>PE</p>	<p>Swimming B/ Games/Sports Day Prep Unit 1</p>	<p>Swimming B/ Games/Sports Day prep Unit 1</p>	<p>Swimming B/ Games Unit 1</p>	<p>Swimming C/ Games Unit 1</p>	<p>Swimming C/ Games Unit 1</p>	<p>Swimming C/ Games Unit 1</p>	<p>Swimming C/ Games Unit 1</p>
<p>Expressive Arts and Design</p>	<p>Charanga Our world Lesson 4 Singing in a group or on their own, increasing matching the pitch and following the melody</p>	<p>Fathers Day Cards</p> <p>Express and communicates working theories, feelings and understandings using range of art forms, e.g.</p>	<p>Sea washes / Sea creature collages - fish</p> <p>Explore colour and how colours can be changed</p> <p>Exploring drawing and mixed media</p>	<p>Using tuned and untuned musical instruments – Charanga – Ship on the Ocean.</p>	<p>Punch and Judy Shows.</p> <p>uses their increasing knowledge and understanding of tools and materials to explore their interests</p> <p>Uses available resources to create props or imaginary ones to support play.</p>	<p>Seaside songs – “Oh I do like to be beside the seaside”</p> <p>Sea shanties</p> <p>Singing in a group or on their own, increasing matching the pitch and following the melody</p>	

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Assessment	PM Bench marking	PM Bench marking – finish	End of year data submitted to county			Final phonics assessments	
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