



Out and About

Medium Term Teacher Focused Planning Summer 2

Characteristics of Effective Learning	PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING AND THINKING CRITICALLY
	<p>Finding out and exploring <i>Showing curiosity about objects, events and people</i> <i>Using senses to explore the world around them</i> <i>Engaging in open-ended activity</i> <i>Showing particular interests</i></p> <p>Playing with what they know <i>Pretending objects are things from their experience</i> <i>Representing their experiences in play</i> <i>Taking on a role in their play</i> <i>Acting out experiences with other people</i></p> <p>Being willing to 'have a go' <i>Initiating activities, seeking challenge</i> <i>Showing a 'can do' attitude</i> <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p>	<p>Being involved and concentrating <i>Maintaining focus on their activity for a period of time</i> <i>Showing high levels of energy, fascination</i> <i>Not easily distracted; Paying attention to details</i></p> <p>Keeping on trying <i>Persisting with activity when challenges occur</i> <i>Showing a belief that more effort or a different approach will pay off</i> <i>Bouncing back after difficulties</i></p> <p>Enjoying achieving what they set out to do <i>Showing satisfaction in meeting their own goals</i> <i>Being proud of how they accomplished something – not just the end result</i> <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p>	<p>Having their own ideas <i>Thinking of ideas</i> <i>Finding ways to solve problems</i> <i>Finding new ways to do things</i></p> <p>Making links <i>Making links and noticing patterns in their experience</i> <i>Making predictions; Testing their ideas</i> <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p>Choosing ways to do things <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i> <i>Checking how well their activities are going</i> <i>Changing strategy as needed</i> <i>Reviewing how well the approach worked</i></p>

Prime Areas of Learning	Personal, Social and Emotional Development	Physical Development	Communication and Language
	<p>What will it be like in Year 1? What am I good at and how can I improve? <u>Can I work well with grownups and children?</u> How can we look after each other?</p> <p>Success Criteria: Week 1: I can name an emotion from each of the zones and say how the emotion makes my body feel Week 2: I can name a 'tool' (strategy) that works for me when I am feeling, sad, tired, angry, worried Week 3: I can talk about what I need to be healthy- exercise, sleep, food, mental health Week 4: I can say what I am good at and what my qualities are Week 5: I can talk about my achievements (refer back to goals) and set new goals for Year 1 Week 6: I can talk about what I'm looking forward to in Year 1 and any worries Week 7: I can tell Mrs Jones (year 1 teacher) what I like about school</p>	<p>Summer sports Can you write on a line? Can you throw, push, pat, catch or kick a ball? (recap) Can you throw against a wall? Can you strike with accuracy?</p> <p>Success Criteria: Week 1: I can run with my head up and to react quickly I can use both hands when fielding and get in line with the ball Week 2: I can coordinate a run with a jump I can stop a ball with 2 hands Week 3: I can throw accurately and work with a partner I can bowl overarm Week 4: I can run in a lane and sustain form I can pick up a ball with 1 hand Week 5: I can jump for height I can chase and retrieve a ball Week 6: I can throw a variety of equipment I can bowl overarm and underarm Week 7: review</p>	<p>What did you do at the park? Why do you like the park? What could make the canal even better?</p> <p>Success Criteria: Week 1: I can talk about my local area, I know the name of our village, our nearest city and the country we live in Week 2: I can talk about features of our area and explain what man-made and natural means Week 3: I can work in a group, listening to others and having a two-way conversation Week 4: I can ask and answer questions when talking about our local area Week 5: I can find, observe and talk about minibeasts Week 6: I can talk about the canal, the bridge and work in a group to make a boat that would float on the canal Week 7: I can talk about the boat we made and what happened when we put it in water</p>

	<p>Activities: Transition work to Year 1 Visit classroom Year 1 teacher to read stories to Reception Build relationship with new teacher Swap over days Buddy up with Year 1 children Talk about what you are good at and what you can improve Talk about how we can look after each other Recap ELGs</p>	<p>Activities: Wall games Net games Partner games Writing, colouring and drawing Sports Day</p>	<p>Activities: Visit the local park, canal, walk a dog Talk about our local area, likes/ dislikes/ improvements Compare our village to a city- Chester Talk about holiday plans and past holidays, plot on a map where the countries are</p>
	<p>ELG Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<p>ELG Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<p>ELG Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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 interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.
	Literacy	Mathematics	Understanding the World
Specific Areas of Learning	<p>Can you order events? What did you like? dislike? What is the difference? How could we improve our area? Recounts- Write about your trip to the park, canal, Chirk castle.</p>	<p>How far to the park? Canal? Chester? What number house do you live at? Is it odd or even? How many jugs to fill the water tray? How heavy, how tall?</p>	<p>Can you draw a map of our school grounds? What minibeasts live in the school grounds? What features does our village have? What do you like about our area? What jobs do people in our village have? Can you make a 3D map of the village?</p>

		<p>What wildlife did you find at the canal? Which animals live on farms? Where have you been on holiday? Where are you going?</p>
<p>Success Criteria: Week 1: COLD Task I can write a recount of my weekend Week 2: I can retell events about our trip to the park, what happened first, next, finally. Order pictures Week 3: I can write a recount of our trip to the park Week 4: I can retell events about our trip to the canal and order pictures HOT Task I can write a recount of our trip to the canal Week 5: I can write rhyming words into a sentence Week 6: I can write minibeast facts Week 7: I can write a letter to Mrs Jones</p>	<p>Success Criteria: Week 1: I can compose and decompose shape Week 2: I can measure using capacity Week 3: I can sort into 2 groups Week 4: I can sequence my day Week 5: review/recap double numbers Week 6: review/ recap halves Week 7: review/ recap odd/even</p>	<p>Success Criteria: Week 1: TRIP to PARK I can draw a map of my local area, refer back to maps of our school, look at aerial map Week 2: I can name some features of our area, both natural and man-made eg fields and canal Week 3: I can make a 3D map of our area and label the main features Week 4: TRIP to CANAL I can say what I like and dislike about our local area Week 5: I can observe, sort and compare minibeasts Week 6: I can sort objects by floating and sinking Week 7: I can talk about where I am going on holiday and we can plot the countries on a map</p>
<p>Activities: Focus on writing recount sentences Sequence events, first, then, later, finally Minibeast information book writing</p>	<p>Activities: Counting beyond 20, noticing patterns in 10s Doubles and halves- numberblocks S2 E9 Split into more than 2 parts- link to sharing fairly Capacity, volume, time- my day symmetry- butterflies Odds/evens- ladybirds Sorting</p>	<p>Activities: Walk around school grounds, talk about features, draw a map. Visit park, canal, walk along street, look at fields Make 3D map of local area Talk about holidays compare other countries- discuss weather and environment. Compare life in this country to others- choose country depending on children's experiences. Plot holiday destinations on a world map Minibeasts hunt, observe and learn about ladybirds, spiders, worms Wildlife collection- leaves, plants collected onto string Look at old village photos, compare to today</p>
<p>ELG Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>ELG Numbers</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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 double facts. <p>Number Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. 	<p>ELG Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this

<p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	<p>country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Expressive Arts and Design	Festivals, Celebrations and books	Parent/Community Links
<p>Can you change the song? Where should we watch birds from? Where do minibeasts live? Can you design and make a bug hotel?</p>	<p>Texts Superworm Julia Donaldson & Axel Scheffler Aaaarrgghh, Spider! Lydia Monks Diary of a Fly Doreen Cronin & Harry Bliss Spyder Matt Carr</p>	<p>Sports Day Report afternoon</p>
<p>Success Criteria: Week 1: I can draw a map of our local area I can recount an event that happened at home Week 2: I can use a variety of media to represent the park we visited I can recount our trip to the park Week 3: I can make and use 3D shapes to represent houses, shops, park, canal on our 3D map I can make up my own stories when playing with the map Week 4: I can sketch the canal and surrounding area Week 5: I can use a variety of media to represent minibeasts Week 6: I can make a boat in a group Week 7: I can say what I liked about my boat and other peoples boats and suggest improvements</p>	<p>Mad About Minibeasts! Giles Andreae & David Wojtowycz Minibeasts: Ladybird First Fabulous Facts Jaclyn Crupi & Ladybird First Fabulous Facts Jaclyn Crupi & Ladybird Yucky Worms Vivian French & Jessica</p> <p>Poetry Revisit Hey Little Bug Creepy Crawly</p> <p>Transition meeting for parents Trip to the park Trip to canal</p> <p>Sports Day</p>	<p>Vocabulary PSE Feelings- Happy, Sad, Angry, Worried, Upset Empathy, targets, goals</p> <p>Communication & Language Conversation, listener</p> <p>Physical Development Sports Day Competition, good winner, good loser</p> <p>Phonics Phoneme, digraph, trigraph, grapheme Blend, segment Tricky word Sound buttons Consonant, vowel</p>

<p>Activities: Use the stage for singing and instruments- There's a worm at the bottom of my garden Walking through the garden what can I see? Birdwatching hides Minibeast hunts Play with farm, build local area 3D map Helicopter stories Charanga music</p>			<p>Reading Non fiction- contents page, index Fairy tales-Once upon a time, happily ever after, once there was, long ago Rhyme, poem, poetry</p>
<p>ELG Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and song • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 			<p>Number Double numbers, halving numbers, counting in 2s, odd, even Weight, capacity, volume Estimate Sort, time Bonds to 10</p> <p>Understanding the World Natural World Minibeast Ladybird Spider Fly woodlouse Observe Compare Float Sink</p> <p>People, culture and communities Canal Road Bridge Natural Manmade 3D map Birds eye view</p>

			<p>Past and Present In the past Then In the present Now Date Jobs Shop keeper Groomer hairdresser</p> <hr/> <p>Expressive Arts and Design Art Vocab- Design make</p>
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