

Maids Moreton CE School

Medium Term Planning 2021-2022

Under the Sea

Year Groups: EYFS

Term: Summer 2

<p><u>Communication and Language</u></p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>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. • Makes comments about what they have heard and asks questions to clarify their understanding. • Hold conversation when engaged in back- and forth exchanges with 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. <p>English: Spoken Language</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> • Describing sea creatures using adjectives- writing captions and riddles • ‘Under the Sea in a Submarine’ role play area • ‘Ice Cream Parlour’ role play area • Small world areas- Children to set up an ocean scene to develop vocabulary and storytelling • Practising the class assembly- developing confidence when talking aloud • Looking at non- fiction books and exploring the meaning of new words • Retelling and acting out familiar stories • Orally rehearsing what we wish to write before we begin writing it
<p><u>Physical Development</u></p>	<p>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 	<ul style="list-style-type: none"> • Learning to sew • Regular handwriting practise- forming all letters

<p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Physical Education Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. <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>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>correctly, ensuring they are started and finished in the correct place.</p> <ul style="list-style-type: none"> • Number formation practise • Scooters • Obstacles courses • Morning fine motor activities • PE- Sport Day skills • Using a range of tools safely with control to create 3D models • Using non fiction books to draw detailed pictures of sea animals
<p><u>Personal, Social and Emotional Development</u></p> <p>Self-Regulation</p>	<p>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. 	<ul style="list-style-type: none"> • Sharing and resolving conflict independently • Developing and using a range of vocabulary to express our emotions

<p>Managing Self</p> <p>Building Relationships</p>	<ul style="list-style-type: none"> • 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. • Recognise and explain why it is important to persevere when learning new skills or facing new challenges. • Learn ways to set goals and how to reach them • Recognise and name some of the emotions <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. • Identify potential dangers in different environments e.g. sun / road safety. • Being able to explain that food is needed for bodily health and growth • Explain a simple term what makes a balanced diet. • Explain why it is important to brush your teeth twice a day. <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. • Know how and who to ask for help • Recognise a risky situation • Developing an awareness of internet safety • Recognising bullying behaviours and who to ask for help if you are worried • Identify ways in which you can help others. • Recognise kind and thoughtful behaviours and actions. 	<ul style="list-style-type: none"> • Team work- group art activities. Listening to the ideas of others, reflecting on them and reaching a compromise • The importance of friendship- How can we be good friends to each other? • Caring for God's creatures. • Working with increased confidence and independence to complete Literacy and Number tasks • Persevering until we have completed activities • Team games • Sports day- Talking what it is to be a good sportsman • Talking about feeling during story time and guided reading – how do the characters feel in different situations? • Talk about their own preference, likes and dislikes within small and large groups. • Discussing transition, meeting new teachers and being proud of what we have achieved.
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<p><u>Literacy</u></p> <p>Comprehension</p> <p>Word reading</p> <p>Writing</p>	<p>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-fictions, rhymes and poems during role play <p>Comprehension</p> <p>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently; • being encouraged to link what they read or hear to their own experiences; • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; • recognising and joining in with predictable phrases; • learning to appreciate rhymes and poems, and to recite some by heart; • discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p>	<ul style="list-style-type: none"> • Phonics daily in differentiated groups – phase 3 • Beginning Phase 5 for those who are confidently using and applying Phase 3. • Recognising Phase 3 digraphs in reading. • Using and apply Phase 3 sounds independently in writing. • Weekly guided reading, individual reading and reading of key words. • Retelling stories verbally, through story maps and writing. • Writing our own non-fiction books

- drawing on what they already know or on background information and vocabulary provided by the teacher;
- checking that the text makes sense to them as they read and correcting inaccurate reading;
- discussing the significance of the title and events;
- making inferences on the basis of what is being said and done;
- predicting what might happen on the basis of what has been read so far;
- participating in discussions about what is read to them, taking turns and listening to what others say;
- explaining clearly their understanding of what is read to them

Word reading

- 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 common exception words.

Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
 - Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.
 - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
 - Read other words of more than one syllable that contain taught GPCs.
 - Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
 - Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
 - Re-read these books to build up fluency and confidence in word reading

Writing

- Write recognisable letters, most of which are correctly formed

- Retelling stories using puppets and masks.
- Writing riddles, invitations, labelling and writing information sentences.
- Introducing 'WOW' words- higher level 'sea' vocabulary and exploring it's meaning and accurate use.
- Recalling and recording grapheme/ phoneme correspondences with accuracy.
- Beginning to accurately and consistently use capital letters and full stops in independent writing.
- Writing with increased confidence and independence.

- Spell words by identifying sounds in them and represent the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Transcription

Spelling

Children should be taught to spell:

- words containing each of the 40+ phonemes already taught;
- Common exception words;
- days of the week.

Children should be taught to:

- name the letters of the alphabet in order;
- use letter names to distinguish between alternative spellings of the same sound;
- apply simple spelling rules;

Composition

Write sentences by:

- saying out loud what they are going to write about;
- composing a sentence orally before writing it;
- sequencing sentences to form short narratives;
- re-reading what they have written to check that it makes sense.

As well as:

- discuss what they have written with the teacher or other pupils;
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, Grammar and Punctuation

Children should develop their understanding of the concepts set out in English

Appendix 2 by

- leaving spaces between words;
- joining words and joining clauses using and;
- beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark;

	<ul style="list-style-type: none"> • using capital letter for names of people, places, the days of the week, and the personal pronoun I. <p>Grammar</p> <p>Words</p> <ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun. <p>Sentences</p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using 'and'. <p>Text</p> <p>Sequencing sentences to form short narratives.</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I. 	
<p><u>Mathematics</u></p> <p>Number</p> <p>Numerical patterns</p>	<p>Number</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 for numbers 0-5 (Including subtraction facts) and some numbers to 10 including double facts. <p>Numerical patterns</p> <ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is great than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> • Recognise, write and order numerals to 20. • Subitise – Ladybird spots • Compare numbers to 20. • Fine one more and one less than a number to 20. • Solve addition and subtraction problems using a range of strategies • Automatically recalling number bonds, hit the button.

- Verbally count beyond 20, recognising the pattern of the counting system.

Number and Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- Given a number, identify one more and one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
 - Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.

Multiplication and Division

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Measurement

Compare, describe and solve practical problems for:

- lengths and heights (long/short, longer/shorter, tall/short, double/half)
- mass or weight (heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)

Measure and begin to record:

- lengths and heights

- Doubling / halving using dice
- Counting in 2s
- Weighing ingredients for baking
- Begin to look at 3D shapes
- Prepositions to accurately find characters and give directions.
- Comparative language to compare length

	<ul style="list-style-type: none"> • mass/weight • capacity and volume • time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past <p>Shape</p> <ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes). 	
<p><u>Understanding the World</u></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>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 their country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- when appropriate - maps <p>Geography</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 	<ul style="list-style-type: none"> • Using non fiction books to find out about sea animals and their habitats • Looking at sea animals from different parts of the world • Looking at the anatomy of different sea animals and how these adaptations help them to survive • Controlling a laptop using a touch pad mouse. • Creating images using paint programs on the laptops • Using different information sources to find out about sea pollution and the effects it has on marine life

Use basic geographical vocabulary to refer to:

- Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

The Natural World

- 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 importance processes and changes in the natural world around them, including the seasons and changing states of matter.

Working Scientifically

During year 1, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

Animals, Including Humans

- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.
 - Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
 - Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)

<p><u>Expressive Arts and Design</u> Creating with materials</p> <p>Being imaginative an expressive</p>	<p>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 an expressive</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work. <p>Performing</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-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music <p>English: Spoken Language</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of standard English. • Participate in discussion, presentations, performances, role play, improvisations and debates. 	<ul style="list-style-type: none"> • Use a range of materials including recycling and Modroc to make 3D models • Experimenting with different joining techniques • Learning simple sewing techniques • Learning songs about sea creatures • Playing instruments in time to music • Learning to use instruments to create different sound effects • Learning how to create different effects with paint using a range of tools- watercolours and table printing • Looking closely at the work of illustrators and artists for inspiration
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Purple – ELG - Foundation stage profile

Orange- Year 1 objective