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| Term: Summer 1  Weeks 1-5  Staff: SE/JP/PB/AO | **Barlows Primary School EYFS Department:**  **Reception Medium Term Overview: Learning Objectives**  **Topic: Our Environment**  **Focus: Out of an Egg!** | | Weeks:  23/04/2019 – 24/05/19 |
| **Communication and Language** | **PSED** | **Physical Development** | **Literacy** |
| To maintain attention and be able to concentrate and sit quietly during appropriate activities  To be able to listen and do for short activities  To respond and follow instructions in a two or three part sequence.  To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  To answer how or why questions about their experiences and in response to stories.  To give their attention to what others say and respond appropriately, while engaged in another activity.  Introduce a storyline or narrative into their play.  To use past present and future tenses when talking.  To develop their own narrative and explanations by connecting ideas or events. | To show confidence when trying new things  They say why they like some things more than others-  To be independent when choosing resources in the classroom. Turn taking games  To begin to be able to negotiate and solve problems without aggression- Turn taking games.  To talk about their own and others behaviour and its consequences. They know some behaviour is unacceptable  To play group games with rules  To understand someone else’s point of view can be different.  To resolve minor disagreements by listening to each other and coming up with a fair solution. | To show good control and co-ordination in large and small movements.  They move confidently in a range of ways, safely negotiating space.  To handle tools and equipment effectively, including pencils for writing.  To know the importance of good health, good diet and of physical exercise. | To know the names and sounds of all letters of the alphabet.  To read words with Phase 2 and 3 phonemes.  To read and understand simple sentences.  To use phonic knowledge to decode regular words.  To use some clearly identifiable letters to communicate meaning representing some sounds in sequence correctly.  To write name, labels, captions.  Attempts to write short sentences in a meaningful context.  To write simple sentences that can be read by themselves and others.  To spell phase2, 3 and some phase 4 irregular words.  To use key features of narrative in their own writing.  To read and spell phonetically regular words of more than one syllable.  They talk about what they have read and describe the main events. |
| **Mathematics** | **Understanding the World** | **Expressive Arts and Design** | **Focused Interventions** |
| To be able to say the number one more or one less than a given number to 20  To count reliably from 1-20  To put numbers 1-20 in order.  Using practical materials to understand place value for 0-20.  In practical activities children add and subtract two single-digit numbers and count on or back to find the answer.  To count in 2s and 10s  To solve problems that involves combining sets of 2s, 5s, and 10s.  To solve problems that involves sharing.  To estimate groups of objects. | To know about similarities and differences in relation to living things.  To make observations of animals and plants and talk about changes.  To know about similarities and differences between themselves and others, families, communities and traditions.  To talk about features of their own environment.  To explain some actions that people do to help the environment.  To select and use technology for a particular purpose. | To make music and experiment with ways of changing. To represent their own ideas and feelings through music, dance and role play.  To safely use and explore a variety of materials, tools and techniques,  They can talk about the features of their own and others work, recognising the differences and the strengths. | Funky Fingers -fine motor support  Speech and Language -focused activities  Small Group Phonics- consolidating oral blending and segmenting  Additional 1:1 Readers  Basic Maths – consolidating recognition and ordering of numbers 1-10 |
| Playing and Exploring ‘Engagement’ | Showing Curiosity Exploring Using Senses Engaged /Focused Showing Particular Interests Risk Taking New Active Challenge Self Belief Imaginative/role play Joining in/team work | | |
| Active Learning ‘Motivation’ | Motivated Enthusiastic/excited Making Choices Persevering Attentive/Focused Confident/I Can Attitude Self satisfaction/Pride Energetic Achieving | | |
| Creating and Thinking Critically ‘Thinking’ | Thinking of Ideas Problem solving/logical Adapting/Changing Predicting/Estimating Ordering/Sequencing Describing 0 Planning Evaluating Collaborating | | |

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| **The topic for this term is: Out of an Egg** | | | | | **The launch event for this topic will be: Arrival of Mysterious eggs** | | | | | |
| **Class trip/workshop linked to the topic:** | | | | | **Other information: The year group will look after eggs due to hatch in Week 4** | | | | | |
|  | **C+L** | **PSED** | **PD** | **Phonics** | | **Lit** | **Numeracy** | **U t W** | **EAD** | **Outdoor** |
| **Week 1**  **23/04/19** | Who could have left the eggs?  Where do eggs come from?  What type of eggs are they? | To play group games with rules  -Continuous Provision | Nelson Handwriting  Phase 2/3 letter formation- lowercase and capitals  PE lessons : Ball skills –throwing/kicking to a target. | Phase 2 and 3 letter and sounds – oral blending and segmenting  Reading and writing captions  HFWs, Tricky words  To know letter names  **Phonic Assessments continued** | | Compose a sentence to be written -Writing Holiday news  Learn the T4W story – Little Green Dinosaur | Understanding teen numbers  Tens and ones  Using rods and ones and  tens frames  Counting in 2s | St Georges Day  23/4/19 – listen to the story of George and the dragon  Make an England flag. | Sewing minibeasts developing fine motor skills | Minibeast Hunt  What can we find in our school grounds? |
| **Week 2**  **29/04/19**  **Parents Evenings** | Mad About Minibeasts  Invention of mini beast stories | To understand someone else’s point of view can be different.  -Linked to story | Nelson Handwriting  Phase 2/3 letter formation- lowercase and capitals  PE lessons : Ball skills –throwing/kicking to a target. | Phase 2 and 3 letter and sounds – oral blending and segmenting  Reading and writing captions  HFWs, Tricky words  To know letter names | | Write a descriptive piece about the dinosaur  Create new story map using the children’s own ideas | Addition and subtraction using quantities.  Recapping 1 more and 1 less  Count on and back  Ordering numbers to 20 | Sorting different types of minibeasts  Why are bees important? | Sewing minibeasts  developing fine motor skills | Create a Minibeast Hotel using old pallets. |
| **Week 3**  **6/05/19**  **May Day** | Invention of mini beast stories | To resolve minor disagreements by listening to each other and coming up with a fair solution.  -Circle time activities | Nelson Handwriting  Phase 2/3 letter formation- lowercase and capitals  PE lessons: Ball skills –throwing/kicking to a target. | Phase 2 and 3 letter and sounds – oral blending and segmenting  Reading and writing captions  HFWs, Tricky words  To know letter names | | Write an innovation of Little Green Dinosaur | Problem solving  Combining in 2s, 5s, and 10s  Problem solving by sharing | Life cycle of a chicken  Floating and Sinking | Printing minibeasts  Printing techniques | Weeding/  preparing the planting beds |
| **Week 4**  **13/05/19**  **Eggs Hatch** | Read and discuss stories such as  -Chicken Licken,  -Handa’s Hen  Discuss Names for the hatching Chicks -vote | Discussing how to care for the Chicks  -Circle time activities | Nelson Handwriting  Phase 2/3 letter formation- lowercase and capitals  Races, obstacle, balancing. | Phase 2 and 3 letter and sounds – oral blending and segmenting  Reading and writing captions  HFWs, Tricky words  To know letter names | | Learn story - Rosie’s Walk  Short burst writing to add detail to extend sentences.  Innovate by adding details | **Assessments**  MEP | BeeBots  Following the path linked to Rosie’s Walk  Observing the Chicks development | Printing minbeasts  Printing techniques | Planting |
| **Week 5**  **20/05/19** |  | To discuss actions that people do to help the environment.  Linked to story - ‘The Messy Magpie’ | Nelson Handwriting  Phase 2/3 letter formation- lowercase and capitals  Races, obstacle, balancing. | Phase 2 and 3 letter and sounds – oral blending and segmenting  Reading and writing captions  HFWs, Tricky words  To know letter names | | Write innovation of Rosie’s Walk adding additional information | Measures and distance  MEP | BeeBots  How can we care for our environment?  Recycling | Creating musical compositions using minibeast names for different clapping phrases. | Planting |