

Reception - Jungle & Rainforests - Medium Term Planning- Summer 1 (2024/2025)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 28.04.25	Form positive attachments to adults and friendships with peers (ELG) <i>Playing with peers in the new role play area. Jungle Cafe</i>	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	Use a range of small tools, including scissors, paintbrushes and cutlery (ELG) <i>Make jungle animal themed stick puppets for the zoo small</i>	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Challenge: Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) <i>Drawing Club - Story Book: Room on the Broom. Can you draw a character? Can you draw the setting? Adventure Time - can you draw the</i>	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the	NCETM - Summer 1 - Week 19 - Composition. Subitise. (Reception) Subitise (recognise quantities without counting) up to 5 (ELG). Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG). Lesson 1: Identify doubles and give reasoning. Lesson 3: To identify doubles and explain the 'whole' of it.	Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) <i>Learn about the jungle and rainforest, including their key</i>	Sing a range of well-known nursery rhymes and songs (ELG) <i>Learn 'down in the jungle' song</i>	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been	Creating and Thinking Critically- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup <i>Role play area</i> Creating and thinking critically- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets

		their teacher (ELG) <i>Talk about what the children did in the Easter holidays and share with each other.</i>	world area	<i>Witch a new broomstick?</i> Read words consistent with their phonic knowledge by sound-blending (ELG) Challenge: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) <i>Read and match topic pictures to captions and sentences-</i> https://www.twinkl.co.uk/resource/in-the-jungle-simple-sentence-matching-activity-t-e-2552936	sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) <i>Letters and Sounds and Bug Club Phonics. RECAP Phase 3. Practise reading and writing captions and sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.</i>		<i>characteristics</i> .		read in class (ELG) <i>What plants and trees are there in our Forest School area? Highlight that they are different to those found in the jungle and rainforest.</i>	<i>Colour sorting activity</i>
2 05.05.25	Bank Holiday Monday	Make comments about what	Negotiate space and	Spell words by identifying the sounds and then writing the sound	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)	NCETM - Summer 1 - Week 20 - Composition	Know some similarities and	*Forest School Activity *	*See EAD Activity *	Active Learning- Participate in routines, such as going to their cot

		<p>they have heard and ask questions to clarify their understanding (ELG)</p> <p>Chn to bring something in from home for show and tell.</p>	<p>obstacles safely, with consideration for themselves and others (ELG)</p> <p>Additonal PE lesson - apparatus in the hall-move round like differentiated jungle and rainforest animals</p>	<p>with letter/s (Reception)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Challenge: Write simple phrases and sentences that can be read by others (ELG)</p> <p>Drawing Club - Traditional Tale: Goldilocks and the 3 bears.</p> <p>Can you draw a character?</p> <p>Can you draw the setting?</p> <p>Adventure Time: The bears go looking for goldilocks but they need a map!</p>	<p>Read words consistent with their phonic knowledge by sound-blending (ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p>Letters and Sounds and Bug Club Phonics. RECAP Phase 3. Practise reading and writing captions and</p>	<p>*White Rose. Summer phase 7. To 20 and Beyond. BUILDING NUMBERS BEYOND 10*</p> <p>Count beyond ten (Reception)</p> <p>Challenge: Verbally count beyond 20, recognising the pattern of the counting system (ELG)</p> <p>Chn to count objects up to 20.</p> <p>Challenge: Chn to count objects beyond 20.</p> <p>Chn to count objects up to 20.</p> <p>Challenge: Chn to count objects beyond 20.</p>	<p>differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG)</p> <p>Look at different plants from around the world. Why do</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>Make a house/area for a jungle/rainforest animal to live and then talk</p>	<p>or mat when they want to sleep</p> <p>Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to outdoor area opens</p> <p>Morning timetable. Chn to sequence own timetable during CIL.</p> <p>Playing and exploring- Bring their own interest that they have been previously taught.</p> <p>Wet sand and gravel. Provide chn with buckets, spades. Can they move sand from</p>
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					<i>sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.</i>		<i>different plants grow in some countries and not others?</i>	<i>about their creation</i>		<i>one container to another?</i>
3 12.0 5.25	Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG) Recap on class rules and expectations	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	Use a range of small tools, including scissors, paintbrushes and cutlery (ELG) Cutting activity- https://www.twinkl.co.uk/resources	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG) Drawing Club - Adventure of the Past: Pink Panther	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and	NCETM - Summer 1 - Week 21 - *White Rose. Summer phase 7. To 20 and Beyond. BUILDING NUMBERS BEYOND 10* Count beyond ten (Reception) Challenge: Verbally count beyond 20, recognising the pattern of the counting system (ELG) Chn to represent numbers 11-20 on two 10 frames. E.g to show that 11 is 10 and 1 more. Give chn a number 11-20 represented using numicon. Chn to match numeral to quantity.	Understand and some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG) Consider the	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG) Learn songs- https://www.twinkl.co	Make use of props and materials when role playing characters in narratives and stories (ELG) Animals masks for children to play with and create stories with	Playing and Exploring-Make independent choices. Do things independently that they have been previously taught Create a farm animal using creative resources Active Learning-Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into a slot, they try

		interactions (ELG) 'What am I?' Jungle and rainforest animals guessing game	urce/jungle-and-rainforest-cutting-skills-activity-tp-2681672	https://www.youtube.com/watch?v=59IKdaXX6Eo&t=164s Can you draw the character? Can you draw the setting? Adventure Time: Pink Panther has a friend with another colour in their name...	representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) Letters and Sounds and Bug Club Phonics. RECAP Phase 3. Practise reading and writing captions and sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.	*White Rose. Summer phase 7. To 20 and Beyond. COUNTING PATTERNS BEYOND 10* Count beyond ten (Reception) Challenge: Verbally count beyond 20, recognising the pattern of the counting system (ELG) Provide children with a number line. Children to order number cards showing number of objects and numerals 11-20. Challenge: Take a number card/s away and children to identify the missing card/s. How do they know?	changing seasons and how this affects plant life in spring, summer, autumn, and winter. Contrast this with tropical rainforests not having distinct seasons. How does this affect plants?	.uk/resources-t-2546006-rowing-in-the-jungle-song Encourage children to match the pitch and follow the melody. They could perform in a group and develop actions for the lyrics.		another piece to see if it will fit Tweezers and marble putting into different containers, ice cube trays, tees.
4	Work and	Demonstrate	Move energy	Spell words by identifying the	Say a sound for each letter in the alphabet	NCETM - Summer 1 - Week 22 -	Recognise some	*Forest School	*See EAD	Active Learning- Review their

					<i>reading and writing captions and sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.</i>	<i>Read Mr Grumpy's Outing and show powerpoint resource of adding more and using subisiting to help. Model adding more on to a 10 frame. Tell chn number story for them to represent on 10 frame using double sided counters. "There were 4 animals in the boat and 3 more joined. How many in the boat now?"</i>				
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Reception - Summer & Seaside - Medium Term Planning- Summer 2 (2024/25)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 02.06.25	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG) For a circle time activity, pass a soft toy sea creature around the	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG) Discuss the sea and under the sea. Find out what children	Use a range of small tools, including scissors, paintbrushes and cutlery (ELG) 2d shape cut sea/fish pictures	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG) Drawing Club - Traditional Tales:	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)	NCETM - Summer 2 - Week 23 - *White Rose. Summer phase 8. First, Then, Now. ADDING MORE* Subitise (recognise quantities without counting) up to 5 (ELG) Challenge: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) Read Mouse Count. Chn to then make own number stories linked to focus story, using 10 frames. "There were 5 mice in the jar	Talk about the lives of the people around them and their roles in society (ELG) Look at the role and jobs of those who look after the sea.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) Jelly fish craft. https://www.twinkl.co.uk/resource/paper-plate-jellyfish-ocean-	Share their creations, explaining the process they have used (ELG) Make a Forest School crown using paper, masking paper and natural materials	Active Learning- Use a range of strategies to reach a goal they set themselves Construction resources to make the beach and some shops you might find e.g. ice cream shop, arcades etc.

	circle. Invite children to talk about their favourite sea creature. Encourage them to express their feelings and consider the feelings of others.	already know.		<p><i>Three Billy Goats Gruff.</i></p> <p><i>Can you draw a character?</i></p> <p><i>Can you draw a setting?</i></p> <p><i>Adventure time:</i></p> <p><i>How can we rescue the troll from the river?</i></p>	<p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p><i>Letters and Sounds and Bug Club Phonics. Phase 4- week 1.</i></p> <p><i>Teach and practise reading and spelling of CVCC words.</i></p> <p><i>Reading and writing sentence containing</i></p>	<p><i>and 5 more joined. 5 add 5 equals 10"</i></p> <p><i>*White Rose. Summer phase 8. First, Then, Now. ADDING MORE*</i></p> <p><i>Have a deep understanding of number to 10, including the composition of each number (ELG)</i></p> <p><i>Challenge: 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 (ELG)</i></p> <p><i>Show 'first then now' powerpoint to chn.</i></p> <p><i>Then ask chn to put said number of counters on 10 frame.</i></p> <p><i>We need to make 8.</i></p> <p><i>How many more do we need to add to say 3 to make 10? 5. So 3 add 5 equals 8.</i></p> <p><i>Challenge: Recall number bonds to 10</i></p>		<p><u>craft-t-tc-1648109856</u></p>		<p>Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit</p> <p><i>Coloured compare bears to put in the correct order on the sheets</i></p>
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					<p><i>words and tricky words. Teach tricky words for reading- said, so. Teach tricky words for spelling he, she, we, me, be.</i></p>	<p><i>*White Rose. Summer phase 8. First, Then, Now. TAKE AWAY* Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) Challenge: Subitise (recognise quantities without counting) up to 5 (ELG) Show 'taking away 1' powerpoint. Chn to then represent taking away of objects on a 10 frame. Chn to subitise answer. Challenge: to subitise answer</i></p>				
<p>2 09.0 6.25</p>	<p>Work and play cooperatively and take turns with others (ELG) Encourage</p>	<p>Make comments about what they have heard and ask questions to clarify their</p>	<p>Negotiate space and obstacles safely, with consideration for</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG)</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by</p>	<p>NCETM - Summer 2 - Week 24 - *White Rose. Summer phase 8. First, Then, Now. TAKE AWAY* Subitise (recognise quantities without counting) up to 5 (ELG) Challenge: Have a deep understanding of number</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</p>		<p>Creating and Thinking Critically- Concentrate on achieving something that's important to them. They are</p>

	<p><i>children to work together to build a large-scale submarine in the outdoor area. Encourage the children to talk to each other throughout the process and work together to resolve difficulties</i></p>	<p>understanding (ELG) <i>Listen to key sea facts and talk about it with their partners</i></p>	<p>themselves and others (ELG) <i>Parachute games</i></p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) <i>Write 'I love my dad because.....'</i></p> <p><i>Father's Day cards</i></p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p><i>Drawing Club: Adventure of the past: Mr Benn</i></p>	<p>sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG)</p>	<p>to 10, including the composition of each number (ELG) <i>Show children a set of objects. Children to subitise how many there are. Children to close eyes and adult to put some of the objects under a cloth. Children to subitise how many are left. How many must be under the cloth? Challenge: To recall how many and show understanding of composition of number up to 10.</i></p> <p><i>Show 'taking away unknown then' powerpoint. Play game with beans where children pick a number card and count out write amount of beans to match. Another child takes some away and hides in their hand. How many have they taken away?</i></p>	<p><i>Discuss where children live. Do we live in the same place? Are all our houses the same? Which part of Craven Arms do people live in?</i></p>	<p>texture, form and function (ELG) <i>Father's Day cards</i></p>	<p>increasingly able to control their attention and ignore distractions. <i>Indoor and outdoor role play areas to be set up.</i></p> <p>Active Learning- Keep on trying when things are difficult. <i>Children to set up the water guttering to transport water from one end to the other.</i></p>
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				<p><i>Can you draw a character?</i> <i>Can you draw the setting?</i> <i>Adventure Time:</i> <i>The Zoo want to have a new animal - what shall they go and hunt for?</i></p>	<p><i>Letters and Sounds and Bug Club Phonics. Phase 4- week 2.</i> <i>Teach and practise reading and spelling of CCVC words.</i> <i>Reading and writing sentence containing words and tricky words.</i> <i>Teach tricky words for reading- have, like, some, come. Teach tricky words for spelling was, you</i></p>					
<p>3 16.0 6.25</p>	<p>Explain the reasons for rules, know right from wrong and try to</p>	<p>Offer explanations for why things might happen, making use of</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic</p>	<p>NCETM - Summer 2 - Week 25 - Automatically recall number bonds for numbers 0-10 (Reception)</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with</p>		<p>Playing and exploring- Bring their own interests and fascinations into early</p>

	<p>behave accordingly (ELG)</p> <p>Recap of class rules and expectations</p>	<p>recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</p> <p>Read 'Rainbow Fish'</p>	<p>and climbing (ELG)</p> <p>Follow the leader</p>	<p>which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Challenge: Write simple phrases and sentences that can be read by others (ELG)</p> <p>Drawing Club: Story Books: Not now, Bernard!</p> <p>Can you draw a character?</p> <p>Can you draw a setting?</p> <p>Adventure Time: What will the Monster Eat to take away the taste of Bernard?</p>	<p>knowledge by sound-blending (ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that</p>	<p>Challenge: 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 (ELG)</p> <p>Learn number bonds up to 5 and 10. 3 lessons worth.</p>	<p>knowledge from stories, non-fiction texts and (when appropriate) maps (ELG)</p> <p>Look at 'the world, UK and Europe map' powerpoint from Twinkl. Discuss different countries.</p>	<p>colour, design, texture, form and function (ELG)</p> <p>https://www.twinkl.co.uk/resource-2546813-bubble-painting-recipe</p>	<p>year settings. This helps them to develop their learning.</p> <p>Porridge oats and milk/water. Mixing different quantities together. How does more/less liquid change the porridge.</p> <p>Creating and thinking critically- Sort materials. For example, at tidy-up time, children know how to put</p>
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					<p>can be read by others (ELG)</p> <p><i>Letters and Sounds and Bug Club Phonics. Phase 4- week 3. Teach and practise reading and spelling of words containing adjacent consonants. Reading and writing sentence containing words and tricky words. Teach tricky words for reading- were, there, little, one. Teach tricky words for spelling they, all, are.</i></p>					<p>different construction materials in separate baskets</p> <p><i>Sort the different objects from 'Goldilocks and the three bears' into who they belong to, thinking about size and even objects which are in the story which can't be included.</i></p>
<p>4</p> <p>23.0</p> <p>6.25</p>	<p>Set and work towards simple</p>	<p>Listen attentively and respond</p>	<p>Use a range of small tools,</p>	<p>Spell words by identifying the sounds and then writing the sound</p>	<p>Say a sound for each letter in the alphabet</p>	<p>NCETM - Summer 2 - Week 26 -</p>	<p>Explain some similarities and differences between life in</p>	<p>Invent, adapt and recount narratives</p>		<p>Playing and exploring- Plan and think ahead</p>

	goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG) Work together is small groups to sequence pictures from The Rainbow Fish	to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG) Read The Rainbow Fish story to the class	including scissors, paintbrushes and cutlery (ELG) Chn to cut out and make The Rainbow Fish character lollipop puppets	with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG) Drawing Club - Traditional Tales: Jack and the Beanstalk. Can you draw a character? Can you draw a setting? Adventure Time: The Giant has new treasure what might it be?	and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with	White Rose. Summer phase 8. First, Then, Now. TAKE AWAY* Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) Challenge: Subitise (recognise quantities without counting) up to 5 (ELG) Show 'pass it on' powerpoint. Chn to then play the game in pairs and subitise the changing totals each time from both adding and taking away. Discuss who have more/fewer after each roll of the dice Challenge: to subitise how many they have after each roll of the dice *White Rose. Summer phase 9. Find my pattern. DOUBLING * Automatically recall (without reference to	this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps (ELG) Look at 'different seaside resorts and oceans from around the world and compare	and stories with peers and their teacher (ELG) The Rainbow Fish lollipop puppets to act out story	about how they will explore or play with objects Stacking cups Playing and exploring- Reach for and accept objects. Make choices and explore different resources and materials Explore and play with slime
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					<p>a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) Letters and Sounds and Bug Club Phonics. Phase 4- week 4. Teach and practise reading and spelling of words containing adjacent consonants. Reading and writing sentence containing words and tricky words. Teach tricky words for reading- do, when, out, what. Teach tricky words</p>	<p>rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG) Challenge: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG) Show chn some objects up to 5. Model doubling. Chn to double objects using range of resources- numicon, 10 fame etc. Challenge: Recall doubling facts</p> <p>Show 'doubling dice game' Chn to play doubling dice games with a partner. Challenge: Recall doubling facts</p>				
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					<i>for spelling my, her.</i>					
5 30.0 6.25	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG) Have a go and take part in Seaside Day activities	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 (ELG) Read seaside related	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG) Handwriting practice	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG) Drawing Club - Adventure of the Past: The Magic Roundabout https://www.youtube.com/watch?v=GO2p1StTaTc Can you draw a character?	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG)	NCETM - Summer 2 - Week 27 - *White Rose. Summer phase 9. Find my pattern. SHARING AND GROUPING * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG) Show 'sharing' powerpoint with chn. Chn to then have a go at sharing equal amounts of objects between two. Challenge: Reason why an odd number of objects cannot be shared equally	Understand the past through settings, characters and events encountered in books read in class and storytelling Linked to the seaside- https://www.twinkl.co.uk/resource/t-t-5652-seaside-holidays-now-and-then-powerpoint	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG) Learn 'safari animal songs'		Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasingly force to push a puzzle piece into the slot, they try another piece to see if it will fit. Marble run Playing and exploring- Guide their own thinking and actions by actions by talking to themselves

		non-fiction and fiction books		Can you draw a setting? <i>Adventure Time: The bubbles are broken! Can we invent a bubble machine?</i>	Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) <i>Letters and Sounds and Bug Club Phonics. Phase 4 RECAP.</i>	<i>Have a teddy bear's picnic. Chn to bring in two teddies and some food which can be shared between the teddies.</i> <i>Challenge: Reason why an odd number of objects cannot be shared equally</i>				while playing. For example, a child doing a jigsaw puzzle might whisper under their breath: "Where does that one go?- I need to find the big horse." <i>Seaside themed small world area.</i>
6 07.07.25	Work and play cooperatively and take turns with others (ELG) <i>Children playing nicely</i>	Seaside Day 10.07.25?		Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG)	NCETM - Summer 2 - Week 28 - *White Rose. Summer phase 9. Find my pattern. SHARING AND GROUPING * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than,	Seaside Day 10.07.25?	Seaside Day 10.07.25?	Seaside Day 10.07.25?	Creating and Thinking Critically- Use pretend play to think beyond the 'here and now' and to understand another perspective.

	with each other on activity. Taking turns without adult intervention.			<p>them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG)</p> <p><i>Drawing Club - Story Books: Superworm</i> <i>Can you draw a character?</i> <i>Can you draw a setting?</i> <i>Adventure time: A monster is coming to town, I wonder what it looks like...</i></p> <p><i>Seaside day recap.</i></p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) Letters and Sounds and</p>	<p>less than or the same as the other quantity (ELG) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG) <i>Chn to share quantities of objects between more than 2. Have 8 objects and share between 2. If you now share between 4 will they have more or less?</i> <i>Challenge: Reason why an odd number of objects cannot be shared equally</i></p> <p>*White Rose. Summer phase 9. Find my pattern. EVEN AND ODD *</p> <p>Have a deep understanding of number to 10, including the composition of each number (ELG) Challenge: Explore and represent patterns</p>				<p>For example, a child role-playing the billy goats gruff might suggest that "Maybe the toll in lonely and hungry? That's why he's fierce." <i>Ice cubes in the water tray. What happens to the ice?</i></p> <p>Playing and exploring-respond to new experiences that you bring to their attention. <i>Use a range of tools for different purposes</i></p>
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					<i>Bug Club Phonics. Phase 4 RECAP.</i>	<i>within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG) Put chn in pairs. Are there any chn left out? Think about even and odd numbers. Then chn to place objects in pairs. Was it an even number or an odd number of objects? Were there any left over?</i> <i>Making even and odd numbers on the 10 frame. Make the number 7. Is it even or odd? How do you know?</i>				<i>with the playdough.</i>
<i>7</i> <i>14.0</i> <i>7.25</i>						<i>*White Rose. Summer phase 10. On the move. CONSOLIDATING KEY SKILLS * Subitise (recognise quantities without counting) up to 5 (ELG) Challenge: Automatically recall (without reference to rhymes,</i>				

						<p>counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG) <i>Subitising up 5 and 10.</i> <i>Challenge: Recall</i> <i>number bonds to 5 and</i> <i>10</i></p> <p><i>Maths competitive</i> <i>game. Questions asked</i> <i>on number bonds to 5</i> <i>and 10. Doubling facts.</i> <i>Addition/subtraction.</i></p>				
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