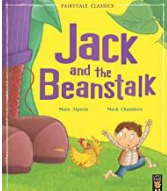
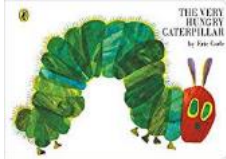
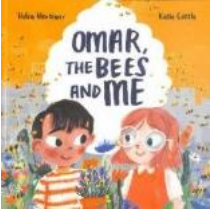
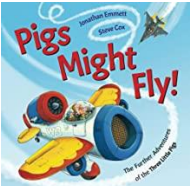
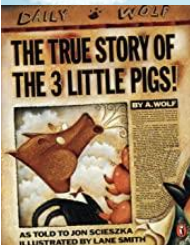
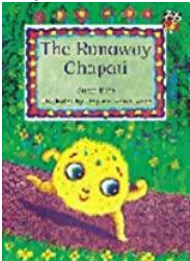
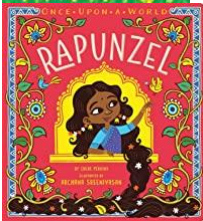
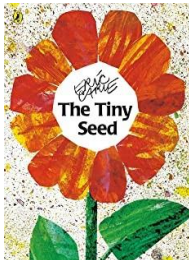
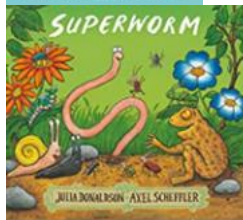
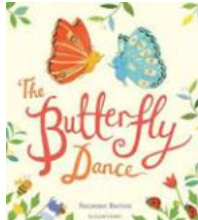
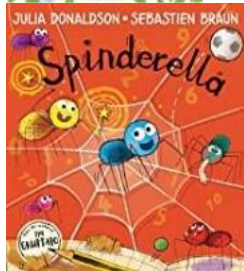


	Week 1	Week 2	Week 3	Week 4	Week 5 Assessment Week	Week 6 DENTAL HEALTH WEEK
Core Text	The Three Little Pigs 	The Gingerbread Man 	Jack and the Beanstalk 	I Love Bugs 	The Very Hungry Caterpillar 	Omar, the Bees and Me 
Nursery Rhymes	The Wheels on the Bus	Wind the Bobbin Up	Cobbler, Cobbler	Little Bo Peep	Little Miss Muffet	Healthy Teeth Poems
Talk Through Stories	Dogger Belonged, fond, anxiously, searched, exciting, terrible, practising and staring.		Hugless Douglas Snuggled, trembled, clumsy, peeped, wrapped, squeeze, wriggled and scooped.		Handa's Hen Hunted, fluttery, peered, waving, shiny, peeped, scurried and skipped.	

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Key Concepts	Children can use story language to retell the story of The Three Little Pigs. They join in with repeated phrases. They compare different versions of the original story and say how they are different.	Children can use story language to retell the story of The Gingerbread Man. They join in with repeated phrases. They compare different versions of the original story and say how they are different.	Children can use story language to retell the story of Jack and the Beanstalk. They join in with repeated phrases. They compare different versions of the original story and say how they are different.	Children to talk about the different types of minibeasts. Children to discuss what minibeasts are insects and what minibeasts are not insects.	Children to understand and discuss the lifecycle of the butterfly. Children to talk about first-hand experience of watching a butterfly lifecycle.	Children to discuss the difference between bees and wasps. Children to talk about the importance of bees.
Linked Vocabulary	Chuckle Bellow	Cunning Swift	Germinate Roots	Insect minibeast	Chrysalis cocoon	Hive Queen

Other Texts	The Three Little Wolves and the Big Bad Pig Pigs Might Fly   	The Runaway Chapati Rapunzel  	The Tiny Seed Evil Pea and the Beanstalk  	Do you love bugs Superworm  	The Butterfly Dance Spinderella  	The Giant Jam Sandwich 
PSED - Activities	Focus on the exploration of character. What are the character traits of the main characters in the story? E.g. Which is the most sensible little pig? What could we learn from him? Was it ok for Jack to steal from the giant? How do the bees rely on one another? How do humans rely on insects and minibeasts? <i>Jigsaw: Relationships</i>					

Development Matters/ELG	Reception <i>Think about the perspectives of others</i>					
Communication and Language – Activities	Little Wandle Nursery Rhyme Time – Daily programme –Performing Rhymes What can you see – Daily Talk time – extending children’s sentences Tales Toolkit – Introduce Story Telling Scheme. Weekly Class story and children to tell their own story. Record in Topic Book. Extend children’s ideas with descriptive vocabulary and use story telling vocabulary. Add Pictures and adult to scribe story in sections. Snack and Chat – Daily chat time at snack with pictures linked to learning for retrieval and vocabulary extension. Sentence Time –oral rehearsal of sentences and writing short phrases/labels Linked vocabulary – Vocabulary linked to key text and introduced during story time. Talk Through Stories – Vocabulary linked to text and sent home to parents					
	Talking Point: Why did the pigs all build different types of houses? What type of house would be the best to build and why? How are the two stories similar and different?	Talking Point: Why did the old lady make the Gingerbread man? How did the Gingerbread man feel when he was being chased? How did the fox trick him? How are the two stories similar and different?	Talking Point: Do you think it was right that Jack took things from the giant? Why? How are the two stories similar and different?	Talking Point: Can you talk about different minibeasts and where they live? What do they eat?What makes it an insect or not?	Talking Point: What have you noticed about our cocoons? How have they changed? What will happen next?	Talking Point: Why do we need bees? How do they help us? What do we get from bees? Who looks after our school bees? What do they need to do?

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Communication and Language – Development Matters/ELG	Reception <i>Learn new vocabulary.</i> <i>Use new vocabulary through the day.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Describe events in some detail.</i> <i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i> <i>Develop social phrases.</i>
Physical Development - Activities	Little Wandle Handwriting – daily lessons following scheme Griffin OT – Move with Jesse/Dough Dance Fine Motor Intervention Group – Griffin OT programme Little Wandle – Writing cvc words and sentences Numberblocks – Number formation sheets Outdoor Provision • Caring for the garden and planting seeds • Making recipes for the mud kitchen • Extending character play and story telling • Investigating minibeasts in environment <i>Get Set for PE: Games</i>
Physical Development – Development Matters/ELG	Reception <i>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing</i> <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table.
Literacy - Activities	Little Wandle – Daily Phase 3 Phonics (Phase 2 for targeted children) Little Wandle – Daily Rhyme Time Oracy – Modelling and extending sentences and vocabulary Sentence Time –oral rehearsal of sentences and writing simple phrases/labels Tales Toolkit – Introduce Story Telling Scheme. Weekly Class story and children to tell their own story. Record in class Topic Book. Extend children’s ideas with descriptive vocabulary and use story telling vocabulary. Add Pictures and adult to scribe story in sections.

	Linked vocabulary – Vocabulary linked to key text and introduced during story time. Talk Through Stories – Vocabulary linked to text and sent home to parents					
	Focus groups: Write a sentence about what your house is made of. Provision: Drawing building plans and labelling them.	Focus groups: write a recipe or list of ingredients. Provision: Write a list of ingredients.	Focus groups: Discuss and order plant life cycles Provision: Label the plant	Focus Groups: Children to write a short phrase about a minibeast. Provision: Label the minibeasts	Focus Groups: Children to order and label the lifecycle of the butterfly. Provision: Children to write lists of what the caterpillar ate.	Focus Groups: Children write a fact about a bee or a wasp. Provision: Children to label the parts of a bee or a wasp.
Literacy – Development Matters/ELG	Reception <i>Form lower-case and capital letters correctly.</i> <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</i> <i>Re-read what they have written to check that it makes sense.</i>					

Maths - Activities	Numberblocks – Watching BBC Numberblocks linked program to key concept Daily Maths table challenges – linked to weekly topic for all to complete Weekly independent work with adult - linked to weekly topic Number songs/rhymes – linked to weekly topic					
	Numicon: 5 frames Focus Activity: making numbers on 5 frames and relating this to number bonds of 5 Subitising: 5 Frame – full or not full	Numicon: Ten frames Focus Activity: Making numbers on ten frames Subitising: What group has fewer?	Numicon Addition Focus Activity finding two numbers that total one Subitising: What group has more?	Numicon Subtraction Focus Activity Using subtraction covers to subtract one number from another. Subitising: What can you see on my ten frame?	Numicon Five Frames Focus Activity Number bonds to 5 using five frames Subitising: What can you see on my ten frame?	Numicon Review week Odd/evens sharing Focus Activity Assessment Subitising: What comes next?
Maths – Development Matters/ELG	ELG <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</i>		LG <i>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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i>			
Understanding the World - Activities	Ongoing: Children explore the outdoor environment with a focus on: • What and where do minibeasts live • How do we plant, grow and look after our plants Our World • How do we map our outdoor area					

	• Signs of summer in our environment Skills, Knowledge and Vocabulary: • Introduction to simple investigations and changes (gingerbread and sunflower seeds) • Vocabulary related to places, changes, materials and living things (sunflowers and homes)				
	Investigate Make a gingerbread man and follow the recipe. Talk about how it changes throughout the process of baking. Homes around the world Look at and compare the similarities and differences of houses built in the UK and around the world.	Introduction to lifecycles – beans and sunflowers. What is a lifecycle? Can you name the phases? What does a plant need to grow. What conditions does a plant need to grow. Plant a sunflower seed.	Introduction to lifecycle of minibeasts. What is a lifecycle? Can you name the phases? Live butterflies.	Life Cycles continued – butterflies. What is a lifecycle? Can you name the phases? Live butterflies	Life cycles continued - bees What is a lifecycle? Can you name the phases? Live butterflies

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		Looking after the reception garden – planting and watering Homes Look at and compare the similarities and differences of ovens and food now and in the past.				
Forest School	Using sticks to make a home for their pigs in groups.	Using sticks to make a bridge for the fox to get across the river in groups.	Where is Jack? Look for him on the map and then find him in forest school.	Looking for minibeasts in the environment.	Looking for minibeasts in the environment.	Learning about the school bee hives
Understanding the World – Development Matters/ELG	Reception <i>Recognise some environments that are different from the one in which they live. Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this country and life in other countries.</i> ELG <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</i>					

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	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.					
Expressive Arts and Design - Activities	Role Play/Small World • Castles and homes • Fairy tale small world and costumes. 2D/3D work - homes Paint - paint pallet paint station in class Observational drawings - sunflowers Collage - sunflowers Music - Our World					
	Pig and wolf masks. 3D Homes – what do you need to make a stable home?	Ginger bread man painting and collages	Observational drawing of a sunflower. Paint a fine line sunflower.	Make a clay minibeast.	Paint symmetrical butterflies (printing).	Printing a bee / beehive.
Development Matters/ELG	Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play					