

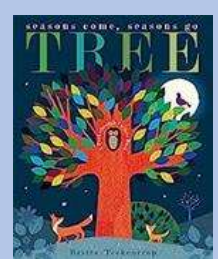
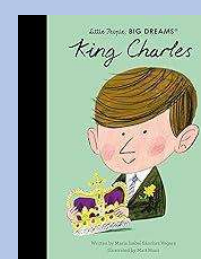
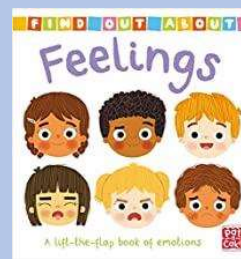
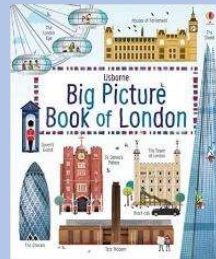
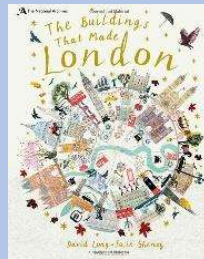
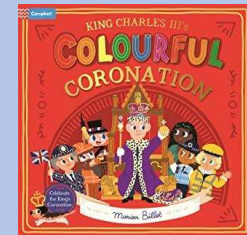
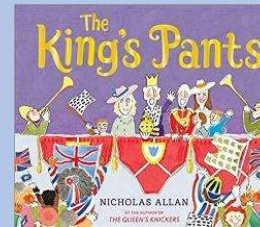
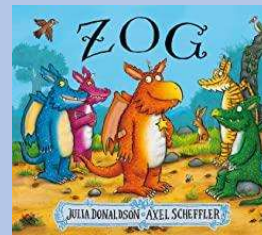
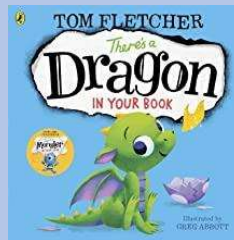
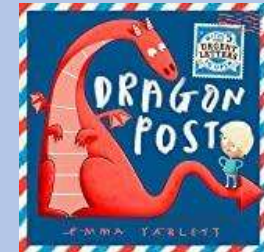
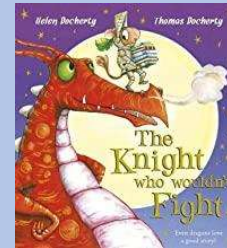
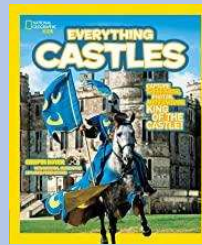
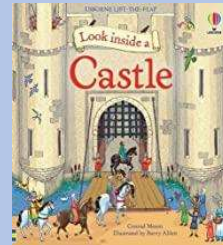
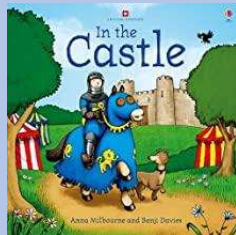


Colton Summer 1 MTP

Possible topic areas
(based on children's
interests in past
years).

Kings and Queens, Buildings from the past, materials, Summer, London, Letters, Famous Landmarks

Possible Books





Area & Curriculum Goal	Objectives/ Skills	Revisit/ ongoing throughout the year	Vocabulary/ question bank
 Communication and Language: CURRICULUM FOR LIFE: EFFECTIVE COMMUNICATORS	Listening, Attention & Understanding To maintain attention for longer periods of time and concentrate in a range of contexts. To be able to carry out and maintain an activity while listening. To understand how, why, and where questions. Speaking: To articulate their ideas and thoughts in well-formed sentences. To be able to confidently use language to reason. To be able to describe events in detail. To be able to hold a conversation and engage in back-and-forth exchanges when speaking.	To be exposed to a range of vocabulary from stories, non-fiction, rhymes, and poems. To make use of newly learnt vocabulary when speaking. To be able to express their ideas and feelings related to their experiences. To enjoy learning, and listening carefully to, rhymes, poems, stories, and songs, paying attention to how they sound. To be able to use a range of social phrases throughout the day (E.g., good morning, good afternoon etc). To listen to and talk about stories to build familiarity and understanding.	Listen, talk, how, why, where, who, what, questions,
 Personal, Social & Emotional CURRICULUM FOR LIFE: EMPATHY & SELF AWARENESS	Self Regulation: To continue to be able to make their own choices and communicate what they need. To begin to understand that children think and respond in different ways to them. To be able to talk about their own abilities positively. Managing Self: To begin to understand that eating well contributes to good health. To be able to show resilience when things don't go as planned. To be able to show perseverance when faced with a challenge. Building Relationships: To begin to resolve conflicts with others and know strategies for doing this – peaceful problem solving. <u>Jigsaw theme – Relationships</u> To know how to make friends and solve conflicts when they occur. To help others feel part of a group and show respect towards others. To know and show what makes a good relationship.	To know and be able to use a range of self-regulation strategies and techniques. To show sensitivity towards others needs and feelings. To be able to follow classroom rules, and behave according. To be able to build positive relationships with adults and peers. Enjoys receiving positive praise.	Friends, feelings, sharing, respect, kind, honest,
	Fine Motor Skills To continue to use scissors correctly and safely to cut around images and use split pins – Knights, kings, queens.	To develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical activity.	Cut, hold, grip,



Physical Development

CURRICULUM FOR
LIFE:
SKILLS FOR LIFE

To become more confident to use a static tripod grip.
To continue to fasten up own coats.
To use fine paintbrushes to add details to paintings.

Gross Motor Skills

To be able to combine different movements with ease and fluency.
To be able to use core muscles to sit on the carpet for extended periods of time.
To be able to use the adventure link, exploring a variety of ways to use each piece of equipment.
To continue to develop ball skills including throwing, catching and passing.

To develop their small motor skills so that they can use a range of tools competently, safely, and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
To develop overall body-strength, balance, co-ordination, and agility.
To move energetically in a variety of ways (e.g., running, skipping, hopping, jumping etc).
To know and be able to talk about the factors that support their overall health and wellbeing (e.g., healthy eating, regular exercise, hygiene, appropriate amount of screen time, good sleep routine etc).

Move, pass, throw, catch, climb, balance, fast, slow, jump, skip,



Literacy

CURRICULUM FOR
LIFE: EFFECTIVE
COMMUNICATORS &
SKILLS FOR LIFE

Comprehension

To be able to correctly sequence a story or event using pictures and/or captions.
To make simple, plausible suggestions about what will happen next in a book they are reading and explain why.
To begin to know the difference between different types of texts (fiction, nonfiction, poetry)
To be able to make inferences to answer a question in a picture book that has been read to them, where answer is clearly signposted. E.g., 'Why do you think...?'

Literacy - Dragon Post

To write a letter to the dragon.
To write about and draw a dragon.

Writing

To continue to write a short sentence, using finger spaces and start to introduce full stops.
be able to make plausible attempts at writing longer, unfamiliar words.
To be able to form most lower-case letters correctly, starting and finishing in the correct place.
To begin to form some capital letters.
To begin to re-read their own writing to check for errors.
To be able to orally compose a sentence and hold it in memory before attempting to write it and start to use a simple conjunction.

To explore feelings and motivation that move characters in stories.
To be able to answer to what, where, who, why and how questions.
To confidently talk about the different parts of a book (front cover, blurb etc).
To be able to independently sequence main events of a story.
To use story maps to retell stories, using their own words.
To express a preference for a book.
To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
To read books consistent with their phonic knowledge.

Fiction, non fiction, poems, sequence, what will happen next?, why, read, story, character,



	To be able to write VC, CVC and CVCC words independently using RWI sounds taught so far.		
Reading Phonics - RWI	Pupils placed into groups according to phonics assessments. Ditty Group – Pupils focussing on Set 1 SF sounds (sh, ch, th, ng, nk, qu, ll, ss, ff, zz). Reading ditty sheets Red Group – Recap on Set 1 SF sounds and Speedy reading Read Red books 1:1-1:6 – SF, FT, RW Green Group – Set 2 SF sounds (ay, ee, igh, ow oo) Read Green books 1:1-1:7 – SF, FT, RW	Revisit all taught sounds and use Fred talk to read and write words. Pupils are assessed every half term.	
 Maths CURRICULUM FOR LIFE: SKILLS FOR LIFE & DIGITALLY LITERATE	Number To have a deep understanding of numbers to 10- including compositions. To revisit all previously learnt 2D shapes. To begin to recognise and describe 3d shapes (cube, cuboid, sphere, cone, cylinder.) To continue to explore doubling. To be able to recall number bonds to 5 and some pupils begin to recall number bonds to 10. Numerical Pattern To continue learning around odd and even numbers. To begin to explore halving To be able to use nonstandard units to compare weight.	To become secure with the counting principles (one-to-one correspondence, cardinality, stable order principle, abstraction principle). To link the number symbol with its cardinal number value. To understand the 'one more/one less than' relationship between consecutive numbers. To rote count, count objects, subitise and recognise numerals. To recall addition and subtraction facts. To explore the composition of each number. To be able to count forwards and backwards and beyond 20. To use tens frames, number tracks, Numicon and double-sided counters. To understand and use number bond diagrams. To understand the days of the week and the pattern of the day. To talk about maths in everyday life. To use positional language. To copy and create number/ repeating patterns (ab, abc, abb, growing patterns). To select, rotate, and manipulate shapes to develop spatial reasoning skills. To compose and decompose shapes so that they recognise a shape can have other shapes within it, just as a number can.	Number bonds, part part whole, one more, one less, count, add, double, shape, 2d, 3d, flat, soild, cube, sphere, cone, cylinder, odd, even, heavy/heavier, light/lighter, half, whole, share, equal



Understanding the World

CURRICULUM FOR LIFE: UNDERSTAND SUSTAINABILITY, LOCAL & GLOBAL CITIZENS, DIGITALLY LITERATE.

Past and Present/ People, Culture and Communities/ The Natural World

History

To compare and contrast buildings now to buildings in the past i.e – compare modern buildings made of glass to stone castles. Discuss which buildings are new and which ones are older.

To discuss and talk about when castles were built.

To sort and identify objects from the past and compare those to the present.

To begin to learn about Kings and Queens from the past.

To place images of King Charles III in order using a timeline.

Geography

To explore aerial photographs – Castles in different places.

To draw a map of a familiar route to find the castles treasure – Draw a map down to windmill wood.

To use directional language when using Beebots (backwards, forwards, left, right).

Science

To be able to talk about the changes that occur in Spring/Summer.

To explore materials and select which are needed for specific tasks i.e – Could we build a castle out of paper? Why not?

RE – Where do we live ? What makes a good helper?

To begin to understand what 'rules' are and why we need them. To continue with previous learning on friendship, what friendship is and learn how we can be a good friend.

To begin to know and understand that there are special places which are important to people . Pupils are to begin to understand that churches and mosques are special places for Christians and Muslims.

To be able to show respect and care for living things.

To show curiosity about the world around them by asking questions.

To show an understanding of things that have happened, are happening and will happen (significant events like Christmas, Easter, changes of seasons, birthday etc).

To have an awareness of time and to be able to use simple vocabulary associated with it (e.g., before, now, next, after, later).

To be able to compare and contract characters from stories (including figures from the past).

To understand the sequencing of the days of the weeks using daily songs and rhymes.

To contribute to daily weather discussions – noticing and talking about the weather and why it occurs (e.g., Rainbow – sun and rain, Ice etc).

To be able to talk about the changes in the seasons and the effect they have on the world around them.

To show curiosity about the world around them by asking questions.

To be able to name some other places in the world.

Children will take part in outdoor learning lessons in Windmill Woods throughout the year, exploring the natural world.

To be able to draw pictures of the things they have observed.

To know how they can look after the natural environment and know how to take care all living things.

To be able to describe the different things they can see, hear and feel whilst exploring outside.

To understand the effect of changing seasons on the natural world around them.

To make observations around various states of matter, and use a range of vocabulary to describe these (e.g., melting, freezing, condensing etc).

To use their imagination and curiosity to develop appreciation of, and wonder at, the natural world.

To know about familiar people within their community and talk about their roles in society.

To be aware that people have different beliefs and celebrate in different ways.

To have positive attitudes towards others and their beliefs.

Past, a long time ago, old, buildings, king, queen, royal, new, years, hundred, objects, next, first, baby, young, adult,

Places, areas, ariel photograph, route, direction, around, next to, turn, down, through, straight on, City, London, map, follow, where, next,

Change, summer, spring, weather, sunlight, materials, paper, stone, brick, hard, soft, waterproof, strong,

Jesus, Muslim, Christian, faith, listen, special, building, religion, friend, story, family, Mosque, Easter, friends, God, pray,



Expressive Arts & Design

CURRICULUM FOR
LIFE: APPRECIATE
THE ARTS

Artist: Andy Goldsworthy



Drawing

To be able to draw from observation, paying attention to detail and colour.

Colour

To explore colours in nature.

Paint

To mix powder paint and explore colour.

Print

To explore printing to create an effect – stone printing effect.

3D Sculptures

To continue exploring joins e.g., split pins, paper clips, treasure tags.

Music, Dance and Drama, DT

To invent, adapt and recount narratives and stories with their peers. To pretend to be someone else (e.g., hot seating activities).

To imagine what a character would think, say, feel or do.

To be able to copy a beat.

To join in with others to make food for a banquet.

To know how to handle cutlery safely when cooking.

To understand a range of different occupations and show tolerance to these.

To listen to and talk about stories from a range of different religions and world views.

To be able to ask questions and talk about their own feelings and experiences.

To talk about 'special places' for certain communities (e.g., church, mosque etc).

To describe special events in their own lives.

To construct with a purpose in mind, accessing a range of areas in the classroom.

To safely explore a range of different materials.

To be able to use a several techniques/ resources to join and assemble materials (e.g., cello tape, glue spreader, paper joining techniques, stapler, sting, hole punch etc).

To be able to use a range of effects to express their ideas and feelings.

To be able to talk about the textures of different things, and to use appropriate descriptive vocabulary.

To share their creations, talking about processes they have used. To confidently sing a range of well-known nursery rhymes and songs.

Enjoy performing songs, dances, rhymes, poems, and stories with others (or solo).

Enjoy watching performances and can talk about the things they have experienced.

To begin to move in time to music.

Enjoy making music and have experience of playing a range of musical instruments.

To listen attentively to music and talk about how the music makes them feel.

To begin to create their own songs.

Charanga and Music Express to compliment themes and teaching.

Mix, paint, colour, primary, secondary, join, fix, observe, draw, artist, build, create, artist,



Colton Primary School *Everyone Successful Everyday*

Reception Summer 1 Medium Term Plan

