Reception Medium Term Plan Summer 1 – All Creatures Big and Small

	Minibeasts Monday INSET	Minibeasts	Dinosaurs	Life Cycles	Animals around the world Y6 SATs week	Farm Animals
Key Knowledge	Minibeasts are small invertebrate animals, meaning they don't have backbones.	Minibeasts include worms, insects and spiders.	Dinosaurs can be identified by their fossils. Archaeologists study dinosaur fossils to find out information.	All living things grow and change. A life cycle shows how a living thing grows and changes over time.	Different animals live in different habitats, like jungles, deserts, oceans, and polar regions.	Naming the offspring of common farm animals – cow/calf, sheep/lamb, pig/piglet, duck/duckling, chicken/chick,
Literacy Reading **(Suggested Texts)**	What a ladybird heard, Mad about Minibeasts, Superworm, Bees, The Very Busy Spider, The Bad-Tempered Ladybird, The Very Quiet Cricket.		- Julian Is A Mermaid - The Singing Mermaid - A Mermaid's Tail - The Mermaid Moon - Can You Catch A Mermaid?	- Bea By The Sea - What The Ladybird Heard At The Seaside. - The Wide, Wide Sea - The Storm Whale - Searching for Treasure - The Lighthouse Keeper's Lunch - Stella and The Seagull	- The Rainbow Fish - Commotion in the Ocean - Under the Sea - Tiddler - The Big Book of Sea Creatures - Barry the Fish With Fingers - If I Were Under the Sea - The Big Book of Blue	- I Can Eat a Rainbow - World Pizza - World of Food - The World That Feeds Us - Welcome to our Table - Which Food Will You Choose? - World Kitchen
Literacy Writing	Writing 'I can see' sentences. Writing a list of minibeasts (slug, snail, caterpillar, worm etc.) • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Drawing Club – Mad About Minibeasts. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Under the sea themed writing – going on a boat, what do they see under the water? Describing the setting and creatures.	Using the five senses to write about the seaside – what will the children feel, hear, see, smell and taste?	Writing about the school trip. Simple recount. 'We went on a bus. We had pizza'	Writing 'I can see…' sentences, based on given images. Guided by adults to form simple sentences and write them (dictated where possible).

Communication & Language	Discuss minibeasts with the children and find out what they'd like to know more about. Write their questions down and attach them to pegs. As children explore non-fiction books about minibeasts, they could add the pegs to the pages to show the answers to their questions.	Singing minibeasts rhymes as a class – focus on correct pronunciation, performing for others to hear, confidence in using our voices etc. • Incy Wincy Spider • The Spider Spins It's Web • I Love Worms	Use these Hide-a-Saurus Scenes and Cut-Outs to encourage children to use new vocabulary from the story. Can they remember the dinosaur names and describe the settings? Invite children to learn a selection of these Dinosaur-Themed Songs and Rhymes. Encourage children to listen carefully to how the songs and rhymes sound and explore different rhythms and sound patterns.	Life Cycle Storytelling Circle • Use props (toy caterpillar, egg, butterfly) • Children retell the life cycle in order • Adult models: "First… then… next…" Observation and Talk Time • Grow plants or observe caterpillars • Daily discussion: o "What has changed?" o "What can you see?"	Where Does It Live? • Show pictures of animals from different continents. • Ask: "Where does it live? What is the weather like there?" • Encourage discussion in pairs or small groups.	Discuss the crops grown on a farm. Give the children raw carrots to try and ask them to describe the taste and texture. Next, give them a cooked and cooled carrot. Can they describe how it is different? (Ensure the carrots are age-appropriately prepared.) Learn the 'Old MacDonald Had a Farm' rhyme and encourage the children to come up with actions for each verse. You could even perform this to another group of children or parents and carers.
Phonics Little Wandle	Phase 4 – CVCC Words	Phase 4 CVCC & CCVC Words	long vowel sounds CCVC CCCVC CCV CCVCC	Phase 4 CCVCC and CCCVCC words	Phase 4 CCVCC and CCCVCC words	Assessment

Maths Mastering Number	Subject knowledge This week's activities will provide experiences that help the children to develop an understanding of the magnitude of numbers. Previously, the children have reasoned about the size of numbers through comparing sets of objects and identifying which set has more or fewer. This week, they will focus on ordinality: considering where numbers to 10 are in relation to each other. Through practical activities and games, the children will reason about numbers and think carefully about which is more or less. They will use linear number tracks to play games that encourage them to compare numbers that are far apart, near and next to each other. (For example, 10 is a lot more than 2 but 5 is only 1 more than 4.) The children will make connections between their experiences with counting 1-to-1 and subitising dice patterns, and the actions of rolling dice and moving themselves and puppets/soft toys along linear number tracks. Playing games where each equal space on a track is	Early Learning Goal: Subitise (recognise quantities without counting) up to 5 **NB: This week's content must be completed BEFORE the remaining materials this term. Once Week 26: Subitising on a rekenrek has been completed, you can work through the remaining materials (Comparison, Counting, Composition, Patterns, Recall) in any order.** The Mastering Number Programme has developed the children's skills in subitising by giving them regular practice of recognising small numbers without counting. Subitising is important because it encourages the children to recognise small amounts efficiently (perceptual subitising) and to quickly see the 'numbers within' other numbers (conceptual subitising). Both skills will support the children in developing their understanding of the composition of numbers and will support greater fluency with calculation. While this week's materials continue to	Early Learning Goal: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other **NB: Before completing this week's materials, please ensure you have completed Week 26: Subitising on a rekenrek.** This week's focus is on assessing and deepening the children's understanding of how to compare quantities. The activities included will help you to check their comprehension and will provide opportunities for further comparison experiences. You should use your professional judgement to determine whether the children can demonstrate these key skills: • comparing groups of the same object with a big difference in number, and then a small difference	Early Learning Goal: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other **NB: Before completing this week's materials, please ensure you have completed Week 26: Subitising on a rekenrek.** This week's focus is on assessing and deepening the children's understanding of how to compare quantities. The activities included will help you to check their comprehension and will provide opportunities for further comparison experiences. You should use your professional judgement to determine whether the children can demonstrate these key skills: • comparing groups of the same object with a big difference in number, and then a small difference • comparing by looking, then by matching 1-to-1 • understanding when groups have an equal amount	Early Learning Goal: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other **NB: Before completing this week's materials, please ensure you have completed Week 26: Subitising on a rekenrek.** This week's focus is on assessing and deepening the children's understanding of how to compare quantities. The activities included will help you to check their comprehension and will provide opportunities for further comparison experiences. You should use your professional judgement to determine whether the children can demonstrate these key skills: • comparing groups of the same object with a big difference in number, and then a small difference • comparing by looking, then by matching 1-to-1 • understanding when groups have an equal amount	Early Learning Goal: Verbally count beyond 20, recognising the pattern of the counting system **NB: Before completing this week's materials, please ensure you have completed Week 26: Subitising on a rekenrek.** This week's focus is on assessing and deepening the children's understanding of our counting system. The activities included will help you to check their comprehension, and will provide opportunities for further counting experiences. You should use your professional judgement to determine whether the children can demonstrate these key skills: • tagging each object in a group of up to 10 objects (1-to-1 correspondence) • knowing number names to 10 and their order (stable order principle) • knowing that the last number counted gives the total in the set (cardinal principle) • counting up to 10 things that can't be seen or tagged, such as jumps, hops, sounds, etc. (abstraction principle) • understanding that the quantity remains the same when (up to 10) objects are counted in a different order (order irrelevance principle) • developing strategies to keep track of what has and has not been counted (e.g. rearranging objects into a

	labelled with a different, sequential number will reinforce the order of numbers, and will begin to develop the children's understanding of the rank order of numerical magnitude (the idea that numbers are getting bigger as we move along the track) and of the linear increase in the numbers (the idea that each number on the track is 1 more than the previous number and 1 less than the following number). Playing track games will also provide the children with practice in recognising numerals. These activities will give the children experience of counting on from different numbers and support them in continuing to develop their own 'mental number lines', a key building block for later mathematical knowledge. The adults will need to model and reinforce the 1-to-1 nature of moving along a track, as well as ensuring that the children do not count the starting position. Language is a key focus this week, and the adults will need to model the language of 'more than', 'fewer than' (for countable objects), 'less than' (for positions on a	provide further subitising practice within familiar contexts, a new focus this week will be on subitising beads on a rekenrek. This key piece of equipment will allow the children to continue to develop their subitising skills as they explore the structure of small numbers, while building a foundation for further work in Year 1. This week's activities have a continued focus on using spatial language and visualisation. Encouraging the children to visualise and describe arrangements of objects will further deepen their number sense. When facilitating the suggested activities, you should use your professional judgement to determine whether the children can demonstrate these key skills: • perceptual subitising (recognising small amounts without counting) of up to 4 clearly defined objects in different contexts	• comparing by looking, then by matching 1-to-1 • understanding when groups have an equal amount • comparing groups of objects that are of different sizes, colours or attributes • beginning to generalise about '1 more/1 less' within 10 • developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2. This week's activities are designed to allow ALL the children to practise these key skills and to deepen their sense of number. When comparing quantities, ensure that the children are focused on the numerosity of the group (how many there are) and that they are not distracted by the size or spatial arrangement of the objects. Language is also an important consideration. Model	• comparing groups of objects that are of different sizes, colours or attributes • beginning to generalise about '1 more/1 less' within 10 • developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2. This week's activities are designed to allow ALL the children to practise these key skills and to deepen their sense of number. When comparing quantities, ensure that the children are focused on the numerosity of the group (how many there are) and that they are not distracted by the size or spatial arrangement of the objects. Language is also an important consideration. Model and encourage the use of 'fewer' when talking about countable things (e.g. *I have fewer cubes than you*) and 'less than' when talking about a number's position in the counting sequence (e.g. *4 is less than 6 on our number track*).	• comparing groups of objects that are of different sizes, colours or attributes • beginning to generalise about '1 more/1 less' within 10 • developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2. This week's activities are designed to allow ALL the children to practise these key skills and to deepen their sense of number. When comparing quantities, ensure that the children are focused on the numerosity of the group (how many there are) and that they are not distracted by the size or spatial arrangement of the objects. Language is also an important consideration. Model and encourage the use of 'fewer' when talking about countable things (e.g. *I have fewer cubes than you*) and 'less than' when talking about a number's position in the counting sequence (e.g. *4 is less than 6 on our number track*).	line, moving objects as they're counted) • recognising the pattern of the counting system, when beginning to count beyond 20. Counting beyond 20 is an important focus this week. Unlike other languages (e.g. Welsh, Mandarin), English 'teen' number names do not follow a logical pattern; we say 'eleven, twelve, thirteen' instead of 'ten-one, ten-two, ten-three'. It is only when we count beyond 20 that the pattern of our number system begins to become clear. For the children to develop familiarity with the structure and pattern of this system, we need to give them experiences of counting to these larger numbers. The children do not need to remember the names of every 'tens' number (thirty, forty, fifty, etc.) but, when prompted, they should be able to rejoin the count because they have understood the pattern of the 'ones'. This week's activities are designed to allow ALL of the  children to practise these key skills and to deepen their sense of number. You will already know a lot about the children's level of understanding from your daily interactions with them, and there is no requirement to

	number track) and 'equal to' to describe the relationships between numbers. 'Less than' is used instead of 'fewer than' when the focus is on each number's position in the counting sequence.	• perceptual subitising to 5 – saying an amount to 5 shown in a familiar, structured arrangement, e.g. finger patterns, die patterns, number plates or dots on a 10-frame • auditory subitising – correctly saying when they have heard 2, 3 or 4 drum beats • conceptual subitising to 5 – quickly saying the groups that they have seen in standard and non-standard arrangements, and naming the whole amount, e.g. *I know it's 5 because I can see 4 and 1 more.* This week's activities are designed to allow ALL the children to explore the rekenreks and to practise these key skills. You will already know  a lot about the children's level of understanding from your daily interactions with them, and there is	and encourage the use of 'fewer' when talking about countable things (e.g. *I have fewer cubes than you*) and 'less than' when talking about a number's position in the counting sequence (e.g. *4 is less than 6 on our number track*). You will already  know a lot about the children's level of understanding from your daily interactions with them, and there is no requirement to collect evidence for every child. You may wish to focus on particular areas of comparison and to allow time for identified children to be given further experiences in order to embed their understanding. The suggestions for each session, as well as those for continuous provision/routines and small group work in the table below, provide a	You will already know  a lot about the children's level of understanding from your daily interactions with them, and there is no requirement to collect evidence for every child. You may wish to focus on particular areas of comparison and to allow time for identified children to be given further experiences in order to embed their understanding. The suggestions for each session, as well as those for continuous provision/routines and small group work in the table below, provide a range of activities that may be used as assessment opportunities. Subitising activities in this week's Revisit sessions focus on comparing quantities that the children can see, without counting. There are also opportunities to use rekenreks to compare quantities embedded in	You will already know  a lot about the children's level of understanding from your daily interactions with them, and there is no requirement to collect evidence for every child. You may wish to focus on particular areas of comparison and to allow time for identified children to be given further experiences in order to embed their understanding. The suggestions for each session, as well as those for continuous provision/routines and small group work in the table below, provide a range of activities that may be used as assessment opportunities. Subitising activities in this week's Revisit sessions focus on comparing quantities that the children can see, without counting. There are also opportunities to use rekenreks to compare quantities embedded in	collect evidence for every child. You may wish to focus on particular areas of counting and to allow time for identified children to be given further experiences in order to embed their understanding. The suggestions for each session, as well as those for continuous provision/routines and small group work in the table below, provide a range of activities that may be used as assessment opportunities. The Revisit sections give further opportunities to practise and assess the children's proficiency with subitising to 5. One way to do this is to use a rekenrek; this will remind the children that, although counting is a key skill, we don't always need to count. There are also opportunities for the children to 'push' numbers to 5 (and some numbers to 10) without counting embedded in the session materials.

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Expressive Arts and Design **Roleplay** **Using media**	Explore colour, pattern and shape to respond to what they have seen using different art materials and techniques (such as chalking and smudging, watercolours or butterfly symmetry painting).	Provide children with some paint, a mixing tray, paintbrush, water, a paper towel and a Caterpillar Template. Encourage the children to explore mixing different shades of green to decorate their caterpillar. Draw a collection of minibeasts using the nonfiction books using pastels	Dinosaur collages. Children exploring tearing/ripping coloured paper/card to create the background. They then cut out a dinosaur cutout in black to overlay over the collage. Making paper plate dinosaurs. Painting dinosaurs – independently using photos as inspiration.	Paper plate life cycle craft on butterfly/chick/duck etc. 	Lion craft – using paint or thread for the lion's mane. 	Paper plate sheep, cows and pigs using cotton wool and black card, tissue paper, eyes etc. Making woven cows using cow templates, white wool and black spots/legs.

Music KAPOW – **Transport** **Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.**	LO: To explore creating sound effects. Exploring the sounds of different types of vehicles and singing the transport song.	LO: To explore making sounds at different speeds. Listening to train audio and creating actions for fast slow sounds.	LO: To explore moving to different tempos. Exploring sounds heard on and around boats.	LO: To interpret symbols to show a change in speed. Interpreting symbols to reflect a car's journey.	LO: To interpret a simple score to show tempo changes. Demonstrating simple rhythms on an instrument.	LO: To create and perform a piece of music to an audience. In small groups, children to draft a piece of music and perform to the class. Film and upload to Dojo/Tapestry or celebration assembly.
Understanding the World	Minibeasts hunt outside – where would we be likely to find minibeasts? What minibeast am I? play the interactive game with children and think about which minibeast is hidden.	Matching minibeasts to the correct habitats. Why are some ladybirds yellow and some red? How do they fly?	Drawing dinosaur land maps. What can the children add to their maps? Rivers? Streams? Mountains? Trees? Etc.	Planting and Growing Seeds Children plant cress, beans, or flowers Observe changes over time Talk about what plants need to grow Observe Real Life Cycles Caterpillars → butterflies (if possible)	Compare & Contrast Place two animals from different continents side by side. Ask children: “What is the same? What is different?” Compare fur, color, size, diet, habitat.	Look at farm animals and their young. What are the names of the young and what do they grow into? Start with a presentation showing the different animals and the young. Then have various matching activities for children to complete. Understanding what life is like on a farm – what do farmers have to do and how do they care for animals?

						Thinking about what animals need to survive and sorting the yes/no objects from a group. Understanding animals you'd see on a farm/wouldn't see and sorting.
PSED	Circle Time – Thinking about caring for minibeasts – how can we look after them? Share the story 'The Bad Tempered Ladybird' and have circle time.	Ask the children to think about how we should treat minibeasts. Create a set of class rules for how to look after minibeasts and encourage the children to demonstrate this when looking for minibeasts in the environment.	Dinosaur baking – thinking about how to be clean and safe when baking. Children make dinosaur footprint biscuits. Thinking about turn taking, washing hands, healthy eating etc. Circle time – thinking about emotions - reflect on and discuss how the dinosaurs might have felt. For example, a baby dinosaur could have become separated from its family or a larger dinosaur could have run into their camp and roared loudly. Encourage them to think about their own feelings.	"I Was a Baby" Discussions Share baby photos (from home or teacher examples) Talk about how children have grown and changed	Protecting Animals & Environment Talk about endangered animals and habitats. Children act out helping animals (planting seeds, building shelters, recycling).	Share the story 'Little Red Hen' with the children and discuss the importance of being helpful/helping others. Then have a circle time where children can give examples of how they've helped other people. Circle time game – pass a soft toy farm animal around the circle. When a child is holding the animal, it is their turn to speak. Encourage children to name their favourite farm animal and give reasons why. Play a circle time game of 'Guess the Animal'. Place some small world farm animals into a bag. The children take it in turns to choose an animal. They act out being the animal and their friends have to guess which animal they are.

Motor Skills **Dough disco daily.**	• Threading and weaving – using jumbo beads, laces and string to make necklaces/bracelets and thread. • Threading feathers into colanders. • Minibeast fine motor trails to follow with pencils/pens/loose parts.	• Minibeast threading and weaving – templates with hole punched slots, children weave the ribbon/string through the holes. • Minibeasts and tweezers in a tray – masking tape (spiders web) across the top and pupils try to get the minibeasts out without hitting the tape. • Minibeasts cutting skills.	• Free the dinosaurs. Dinosaurs wrapped in bobbles/elastic bands and children must free them. • Dinosaur cutting skills. • Add the plates onto the backs of the dinosaurs (pegs). • Balancing dinosaurs on bridges. • Get dinosaurs out of the ice, smashing with hammers.	Playdough Life Cycles Children make eggs, caterpillars, cocoons, butterflies Roll, pinch, squeeze, and shape	Lacing Animals Create simple animal cards with holes around the edges. Children thread yarn or string through them (e.g., tiger, turtle, fish).	• Milk the cow (squeeze the gloves with white watery paint in). • Clip the silhouette for the farm animals. • Free the animals from the tape/elastic bands etc. Pom poms and counters fine motor on pictures of animals.
Physical Development – PE **Athletics & outdoor games.**	Running – running for short and long distances, staying in a lane/running in a straight line. Action Ants	Throwing and catching – using bean bags to throw and catch. Aiming using bean bags and hoops. Action Ants	Circle games – duck, duck, goose, parachute games etc. Action Ants	Hand-eye coordination using bats. Hitting balls using crickets bats of cones. Action Ants	Hand-eye coordination using rackets. Hitting balls using rackets and completing a rally. Action Ants	Jumping skills – jumping high, jumping for distance and jumping over hurdles. Action Ants