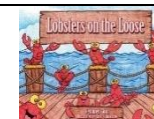




LEARN, GROW, ACHIEVE

<p>Year Reception Longmoor Value: Brave: to show resilience and courage Cultural Capital: 1st June - INSET - School closed 2nd June – School re-opens 8th June-World Oceans Day Father’s Day- 16th June 24th June - Class Swap Day 4th July - Sports Day 8th July - Reports sent home Conkers Trip- TBC 21st July – Panda/Leopard Day 24th July - Last day of term</p>	<p>Medium term planning Summer 2 2026 Foundation Stage 2</p> <p>Topic Title: Why do we like to be beside the seaside?</p> <p>Driver Subject: UW – The Natural World Enhancer subject: UW – People, Culture and Communities.</p>			
<p>Texts:</p> <ul style="list-style-type: none"> • <u>Clean up</u> • <u>Look and Say what’s beside the seaside?</u> (NF) • <u>Lobsters on the Loose</u> 	<p><u>Week 1-2</u> <u>(2nd and 9th June)</u></p> <p><u>Why is it important to look after our oceans?’</u></p>	<p><u>Week 3-4</u> <u>(16th and 23rd June)</u></p> <p><u>What would we find beside the seaside?</u></p>	<p><u>Week 5-6</u> <u>(30th June and 7th July)</u></p> <p><u>What creatures would we find in the oceans?</u></p>	<p><u>Week 7</u> <u>(14th July)</u></p> <p><u>‘Are you ready to spread your wings and fly?’</u></p>



<ul style="list-style-type: none"> <u>Spreading my Wings</u> 					
<u>Characteristics of Effective Teaching and Learning</u>	Playing and Exploring <ul style="list-style-type: none"> Finding out and exploring Using what they know in their play Being willing to have a go 	Active Learning <ul style="list-style-type: none"> Being involved and concentrating Keep on trying Enjoying achieving what they set out to do 	Creating and Thinking critically <ul style="list-style-type: none"> Having own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways 		
PSED You may want a fortnightly focus for your PRIME areas	<u>Self-Regulation</u> Gives focused attention to what teacher say and responds appropriately (SR)	<u>Building Relationships</u> Shows sensitively to their own and others' needs (BR)	<u>Managing Self</u> Explains the reason for rules, knows right from wrong and tries to behave accordingly (MS)		
PHYSICAL DEVELOPMENT GROSS MOTOR	Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (GM)	Negotiate space and obstacles safely, with considerations for themselves and others (GM)	Demonstrate strength, balance and coordination when playing (GM)		
FINE MOTOR	Begins to show accuracy and care when drawing (FM)	Uses a range of tools, including scissors, paint brushes and cutlery (FM)	Holds a pencil effectively in preparation for fluent writing-using tripod grip (FM)		
COMMUNICATION AND LANGUAGE	Respond to what they hear with relevant questions, comments and actions during whole class	Express their ideas and feelings about their experiences using full	Hold conversation when engaged in back and forth exchanges with their teacher/peers (S)		

	discussions and small group interactions (LAU)	sentences, using past, present and future tenses and making use of conjunctions with support from teacher (S)									
READING	Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (COMP)	Say a sound for each letter in the alphabet and at least 10 digraphs (WR)			Read simple sentences and books consistent to phonic knowledge, including common exception words (WR)						
WRITING	Writes recognisable letters, most of which are correctly formed	Write simple phrases and sentences that can be read by others.			Spells words by identifying sounds in them and represents sounds with a letter or letters						
Sounds Write focus	<table border="1"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Bridging Unit</td> <td> /k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh > </td> <td colspan="2">The same sound can be spelled in more than one way</td> </tr> </table>				Bridging Unit	/k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh >	The same sound can be spelled in more than one way		Additional sounds: ai	Additional sounds: ee	Additional sounds: oo
Bridging Unit	/k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh >	The same sound can be spelled in more than one way									
MATHS 1 week number and 1 week numerical pattern Mastering Number sessions	ELG consolidation Composition of 5-10 ADD PITAS	ELG consolidation Comparison: 1 more/ 1 less ADD PITAS	ELG consolidation Sharing (distributing equally) ADD PITAS	ELG consolidation Subtraction facts to 5 ADD PITAS	ELG consolidation Composition of 5-10 ADD PITAS	ELG consolidation Number bonds to 5, then 10 (part/whole) ADD PITAS	ELG consolidation Subtraction facts to 5 ADD PITAS				

<p>UNDERSTANDING OF THE WORLD</p> <p><u>Past and present</u></p>	<p>Talk about the lives of the people around them and their roles in society</p>	<p>Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Understand the past through settings, characters and events encountered in books read in class</p>
<p>UNDERSTANDING OF THE WORLD</p> <p>ENHANCER: People, culture and communities</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Explain some similarities/differences between life in this country and life in other countries using non-fiction texts</p>
<p>UNDERSTANDING OF THE WORLD</p> <p><u>DRIVER: (Natural world)</u></p>	<p>Understand some important processes and changes in the natural world around them; including seasons and changing states of matter</p>	<p>Explore the natural world around them; making observations and drawing pictures of animals</p>	<p>Knows some similarities/differences between the natural world around them and contrasting environments</p>
<p>EXPRESSIVE ART AND DESIGN</p> <p>CREATING WITH MATERIALS</p>	<p>Experiment with colour, design, texture, form and function</p> <p>SEASIDE SCULPTURE...</p>	<p>Safely explore a variety of materials, tools and techniques</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p>

<p>EXPRESSIVE ART AND DESIGN</p> <p>BEING IMAGINATIVE AND EXPRESSIVE</p>	<p>Invent, adapt and recount narratives and stories with peers and their teachers</p>	<p>Sing a range of well-known nursery rhymes and songs</p>	<p>Performs songs, rhymes, poems and stories and when appropriate try to move in time to music</p>
<p>NON-STATUTORY TECHNOLOGY</p> <p>Non-statutory in weekly provision</p>	<p>Can give instructions to a programmable toy (Computer Science)</p>	<p>Select and use technology for a purpose? (Information Technology)</p>	<p>Can go online and use a search engine with some support? (Digital Literacy)</p>
<p>NON-STATUTORY SSM</p>	<p>Compare capacity</p>	<p>Can order a sequence of events and use language related to time eg yesterday/tomorrow</p>	<p>Recognise a range of shapes and say how they know what they are (different sizes, rotated etc)</p>