

Foundation Stage Reception - Medium Term Plan
Summer Term (2) 2021 IPC Topic - Treasure & the Seaside
Entry point: Pirate Dressing Up Day! Ooh-arr me hearties!
Exit point: Treasure hunt at Portreath beach

Reception learning intentions are taken from POD 30-50mths/40-60mths

Links will be made to outdoor learning.

Area of Learning	Week 1 Pirate Pants!	Week 2 Build a Boat	Week 3 Treasure Island	Week 4 Pretty Polly & Pirate Peter	Week 5 Beach Treasure Hunt	Week 6 Ooh-arr me hearties!	Week 7 Walk the Plank
PSED through other five areas of learning	Reinforce the Golden Rules and routines. To work together, taking turns and sharing (including adults and children) harmoniously.	Maintain attention and concentration. Be sensitive to the need, views and feelings of others.	Show a developing respect for own culture and beliefs and those of other people (precious things from home)	Understands what is right and wrong and why (R Time) Community cohesion (maths workshop breakfast & board games) - making relationships.	To maintain attention and concentration .	Show confidence and the ability to stand up for own rights.	Have an awareness and pride in self as having own identity and abilities.
Global Citizenship (Oxfam)	Commitment to social justice and equity • sense of fair play • willingness to take turns and share	Respect for people and human rights • starting to think of others	Value diversity • positive attitude towards difference and diversity • willingness to listen to the ideas of others	Concern for the environment and commitment to sustainable development • appreciation of, and care for, living things and own environment • sense of wonder and curiosity about the world • starting to value resources	Commitment to Participation and inclusion • willingness to play fairly and inclusively with others	Belief that people can bring about change • belief that everyone can do things to improve surroundings and support others	
CL & L Includes R&W	Recalling events. Encourage use of 'talking table/corner' and review expectations. Introduce TFW book- Sally & the Limpet	Big book story & activities. Extend vocabulary exploring the meanings and sounds of new words and learning to change	Retell narratives, draw upon language patterns.	Explore and experiment with sounds, words and texts. Alliteration activities 'Proud Peter the Pirate'	Label a treasure map (using positional language) .	Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning. Retell TFW story	Non-fiction books - linked to nocturnal animals - changes between daytime and night time activities. Looking at index and answering the

<p>RWI phonics</p>	<p><i>Link RWI words and captions to all areas of learning within continuous provision (CP).</i></p>	<p>words. - use 'talk for writing. prompts'. Use language to imagine and recreate roles and experiences - TFW book 'Sally and the Limpet'</p>		<p>Jolly Jacob the Jelly-eater! Etc</p>		<p>and Pirate stories... signing actions of the key moments of the story.</p>	<p>questions: how, who, what, when, why, where, what if?</p>
<p>Maths Include daily maths meetings</p>	<p>Shapes and pattern (CP) <i>Use developing mathematical ideas to solve practical problems</i></p>	<p>Use mathematical ideas and methods to solve practical problems (design a boat)</p>	<p>Recognise no's to , 10, to 20. Write numerals correctly. In SSM use mathematical ideas to solve problems ie 'how to change a square into a triangle?' and 'how can I use the water in this jug to fill these 3 jugs?' etc.</p>	<p>Develop positional language i.e. under, over, through (link to story corner, Use everyday words to describe position. (Link to KUW and programmable toys)</p>	<p>Develop mathematical ideas and language exploring capacity and measuring of sand and water and construction of building site, eg 'You have 30 bricks (2 colours) how will build your pirate den?'</p>	<p>Begin to relate addition to combining two groups of objects and subtraction to 'taking away'. During leap into life; set out hoops as 'islands' and children to combine into different groupings.</p>	<p>Use developing mathematical ideas and methods to solve problems.</p>
<p>UW</p>	<p>Introduce new season board and table. 'Closing down sale' ... in role play.</p>	<p>Introduce 'Beach Café/souvenir shop.</p>	<p>Where does our fruit & veg come from?</p>	<p>Use of programmable toys linked to maths - use of positional language.</p>	<p>Builds and constructs (build a Baddy Pirate Den!!) using a wide range of objects, selecting appropriate resources and tools.</p>	<p>Select the tools and techniques they need to shape, assemble and join materials they are using. Chn construct 'islands' using junk modelling /newspaper and masking tape models</p>	<p>Find out about and identify some features of living things, objects and events they observe (seaside links).</p>
<p>PD Leap Into Life & Real P.E</p>	<p>Gymnastics Develop fine motor skills.</p>	<p>Handles tools, objects and malleable materials safely and with basic control.</p>	<p>In Leap Into Life sessions look for balances, controlling body movements.</p>	<p>Recognise the importance of keeping healthy and the changes that happen to your body when</p>		<p>During leap into life: set out hoops as 'islands' and children to combine into different</p>	<p>Move with control and coordination.</p>

				active.		groupings. (Links to maths calculating)	
EAD Music Express	Reinforce expectations of using the musical instruments.	Make large junk models		Recognise and explore how sounds can be changed.	Expresses and communicates ideas using a range of materials and suitable tools (role play).	Sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music (Singing Pirate Songs)	Explore colour, texture, shape, form and space in two and three dimensions.