**Langley Mill Church of England Infant School and Nursery – Dazzling Dormice (Reception) Medium Term Plan – Summer 5 2025**

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| **Immersion Event:*** Planting flowers, fruit and vegetables
* Spring/summer environmental walk
* Butterflies and ladybirds
 | **Additional Event:*** ACES Day – 1.5.2024
* IDAHBT ‘The power of communities’ - 17.5.2025
 | **Reading / Book Event:*** Tell me a story month
 | **Parent Partnership Events** * Parent workshop - TBC
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| **Key Texts**1. Jack and the beanstalk
2. Over in the meadow
3. The enormous turnip
4. Tree full of wonder- Anna Smithers
5. There’s a Tiger in my Garden-Lizzy Stewert
6. My shadow – Robert Louis Stevenson

Other books that are going to read during our topic:Mad about minibeasts Planting a rainbowJaspers beanstalk | **What is down the garden?** **This topic was chosen to enable children to explore the world around them and look in detail at their natural surroundings. They will learning and investigating all about minibeasts, planting and growing, life-cycles and shadows. They will learn about requirements for growth as they help to plant and look after a range of fruits and vegetables.**  | **Key Rhymes**1. Here we go around the mulberry bush2. There’s a tiny caterpillar3. I can sing a rainbow4. Incy wincy spider5. Wiggly worm at the bottom of the garden. 6. My little sunshine |
| **Home Learning****Reading:** * To ensure success, all children are expected to read **at least 5 times per week** at home.
* Home reading needs to be recorded by an adult in the blue reading diary.
* Entries will be counted Thursday to Thursday in order to earn a stamp on the church tower reward chart and be rewarded in Friday’s Celebration Worship. You will be invited to this if your child has won an award **(Thursday evening via the Dojo App).**

**Weekly tasks:*** As above please read the school books with your child to support them to with learning.
* Read for enjoyment, this may be books off your own bookshelf, bedtime stories, magazines and local library visits.
* Allow your child to be creative – draw, paint and create using junk, practising using scissors, glue, staplers etc – send us any creations via Dojo.
* Now the weather is getting better see if your child can learn a new active skill – skipping with a rope, riding a bike or hula hooping.
 | **Reminders****Food and Drink:*** Please send your child to school with an empty, capped, named water bottle each Monday morning. This will be returned every Friday for washing over the weekend.

**Uniform / Clothing:** * All children **must** wear the correct active uniform (plain white t-shirt/polo shirt, plain royal blue sweatshirt/cardigan/jumper/ fleece, plain black joggers/ skirt/leggings, plain black shoes / trainers – **no colours or logos except the school badge**.
* We do not allow the children to wear jewellery, including the wearing of **earrings unless it has been discussed with the headteacher.**
* Please only send flat book bags. Rucksacks do not fit on the children’s pegs and cause slipping and tripping hazards in corridors.
* Every child needs a pair of named wellies on their peg in a plastic bag to make the most of our wonderful school grounds in all weather and plain black pumps for PE (to be kept in a drawstring bag in school to avoid wet/mud in the hall).

**Staffing*** The teacher will Mrs Harris.
* The full-time teaching assistant will be Mrs Hughes.
* The AM teaching assistant will be Mrs Clarke and the PM teaching assistant will be Mrs Summers.
* The 1-2-1 support teaching assistant will be Miss Frost.

**Communication*** We will continue to use the Class Dojo App to communicate with you about **learning**. All other queries and absence matters must be relayed to the **school office.**
 | **Prior Learning*** In nursery, the children spent lots of time exploring the outdoors including regular forest school sessions in our lovely woodland area.

They looked at changes that occur during different seasons.* In reception during Autumn term children learnt all about people who help us in our local community. They had visits from community workers where they had the chance to ask questions.
* During spring term children learnt all about different types of transport. They compared transport from now and in the past.
* During reception so far children have developed an awareness of seasons and seasonal change through stories, non-fiction books and first hand experiences including an autumn and winter walk around the school grounds.

 **This term in Reception we will be learning...*** The children will be learning about minibeasts, planting and growing, life-cycles and shadows. They will learn about requirements for growth as they help to plant and look after fruit and vegetables. We will also think about healthy eating and taste different fruits.
* In addition, children will continue to learn about different seasons as they explore seasonal changes during a walk.
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| **Communication and Language** As communicators, the children will ask questions to find out more about our world and use talk to organise their thinking. They will share what they know about their world and discuss what they want to find out more about.~They will use new vocabulary linked to the natural world e.g. when learning about trees they will use vocabulary including; oxygen, roots, climate, nutrients ~The children will use new vocabulary in different contexts as they go for a walk in their environment and ask questions about what they see. They will lie down and observe the clouds and talk about what they see.~They will retell stories in their own words using sequencing pictures and small world play to prompt them. | **Personal, Social and Emotional Development**As young citizens, children will revisit class rules after the break and how to look after each other and our equipment/classroom. They will think about how to look after each other and our world e.g. litter pick, caring for minibeasts, watering plants.~The children will listen to and support each other and follow more complex instructions as they help to help plant new flowers etc in the grounds.~They will develop problem solving skills and recognise that mistakes are an important part of learning. They will set and achieve own goals through the story ‘The hugging tree’ ~Children will talk about the different factors that support health and well-being as they think about the importance of exercise linked to the story ‘Going for a walk’~They will learn about healthy eating through the story ‘The Enormous Watermelon’ and taste different fruits. | **Physical Development**As **sportspeople,** they will be working with Mr P on football skills. ~As **gymnasts**, the children will follow the AVSSP DTF Gymnastics scheme and will spend time jumping, balancing, taking weight on their hands and travelling along different pathways. ~As **dancers**, the children will explore moving in different ways as they crawl like a beetle, fly like a butterfly and wiggle like a worm.~The children will help with planting, watering and gardening as we plant new flowers and fruit and vegetables.~They will take part in handwriting sessions to ensure letters are formed correctly. |
| **Literacy** As **readers,** the children will continue to take part in daily 30 minutes sessions. We have just spent a whole term perfecting phase 3 and we are now moving on to phase 4 where we will be learning how to segment and blend longer, bigger words. We will also be learning all about different tenses and word endings such as ‘ed’, ‘er’ and ‘es’. ~As **writers**, the children will continue to learn how to form some lower case and capital letters correctly. They will continue to develop spelling simple words using the sounds they have learnt in phonics and learn how to spell more key sight words. The children will use their phonics knowledge lists, sentences, labels and cards. We will continue to model and encourage children to write simple sentences which include finger spaces and a full stop. Children will be encouraged to read their words and sentences back to themselves to look for mistakes. | **Mathematics**As **mathematicians,** the children will follow the White Rose Scheme alongside the Mastery Maths Scheme. ~Children will be working with numbers up to 20 during the summer term. They will be placing numbers in order on a number line and thinking about numbers that are 1 more and 1 less than numbers to 20. They will look at number patterns.~They will begin to think about simple addition using objects to find out what happens when we add more or take some away. We will begin to use some simple language associated with addition and subtraction.  |
| **Understanding the World** As **geographers**, the children will observe and draw pictures of the natural world, including animals and plants. They will explore the natural world around them – discuss how we care for plants and animals. They will also think about Earth and how we can take care of our world.~As **scientists**, children will explore the natural world around them and understand how we care for growing things as they plant and grown fruit, vegetables and plants. They will observe and interact with natural processes e.g. shadows. Children will continue to understand the effect of the changing seasons around them through spring and summer.  | **Expressive Arts and Design**As **artists,** the children will explore using collage. They will Use natural materials to create collaborative transient art linked to the artist Andy Goldsworthy~As **musicians,** the children will follow the Charanga music scheme. Through these lessons they will continue to work on following a beat and use instruments to copy rhythms and find the beat of the music. ~As **dancers,** the children will follow the BBC Let’s Move Opposites (Minibeasts) unit. This unit explores moving in different ways including crawling, slithering, scuttling and flying.  | **Religious Education** As **theologians,** the children will follow Derbyshire’s Agreed Syllabus to think about what is special about our world and whyAll children will also attend daily whole school Collective Worship in the hall focused on our vision ***“Always our best for God, each other and ourselves”*** and our Four Langley Mill Foundations: **Aspire, Learn, Respect, Serve**.  |