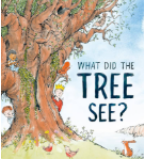
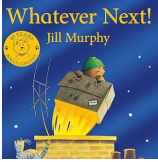
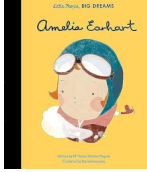
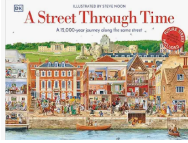
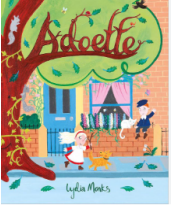


What goes up, up and Away?



Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Wk 1 -	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
Texts	    						
Additional Texts	<ul style="list-style-type: none"> • Exploration of a wide range of texts, particularly focussing on children's favourite stories. 						
Links to previous learning.	<ul style="list-style-type: none"> • Language in books will support prior learning for example, 'huddled' • Learning about explorers such as Amelia Earhart will draw links to our previous topic about Change Makers. • Whatever Next will link to previous books such as Where's My Teddy? 						
Enhancements, trips and visits	<ul style="list-style-type: none"> • Didsbury Festival and Parade Saturday 6th June • Transition Day Wednesday 1st July • Humanities Week- week beginning 6th July • Trip to Didsbury Library and Didsbury Park 						
<i>*Weekly litter picks in both outdoor environments. Gardening club up and running on a Friday morning before school.</i>							

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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<p>Literacy</p>	<p>The text 'Whatever Next' will be introduced with a hook - a cardboard box, wellies, space hat, space pictures, a teddy bear and a video of a rocket launch. What do we think is happening? What could we make out of these resources?</p> <p>We will use Drawing Club approaches and techniques to develop our own characters, settings and adventures.</p>	<p>We will be exploring role play, acting out the story Whatever Next!</p> <p>Exploring and understanding questions - can we think of our own questions to ask Baby Bear? Hot-seating activity for Baby Bear.</p> <p>Think about how Baby Bear felt in the story - what happened to him?</p> <p>What would you pack for your mission to the moon?</p>	<p>We will use non-fiction texts to explore our topic. We will learn about Amelia Earhart and other objects that fly. We will use Drawing Club approaches to explore characters, settings and adventure.</p>	<p>In preparation for our Humanities Week celebration, and as part of our transition to Year 1 read, we will introduce the text 'Adoette.' We will use the tree in our KS1 playground as a 'hook' and children will use this to support their understanding of changes through time. They will write one of their final pieces of writing in Reception. The children will write about what our tree can see.</p>	<p>The texts Adoette and A Street Through Time will be used to support the children's knowledge and understanding of how our school and Beaver Road has changed through time.</p>	<p>Through daily story times, shared reading and continuous provision, we will explore all of the texts that we have read in Reception.</p>
<p>Maths</p>	<p>Exploration of number patterns beyond 20.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • Say which is one more or one less than a given number • Estimate a number of objects and check by counting • Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups • Count reliably to 50 • Explore counting on and back from any number within 50 	<p>Exploration of money.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • To recognise the value of one penny and to recognise the value of coins. • To explore different combinations of coins for a given total up to 10p. • To explore different combinations of coins with a total of up to 20p. • To give change from ten pence. • To apply number sense within the context of money 	<p>Exploration of Measures</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • To describe the capacities of objects and use language about capacity • To compare the volume of liquid in different containers • To compare the weights of objects and use language about weight • To begin to estimate the lengths of objects and then compare and order lengths • To measure objects using non standard units and use language related to measure accurately 	<p>Exploration of patterns within number</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> • Explore numbers, strategy and patterns within ten • Explore conservation of numbers • Apply knowledge of addition, subtraction and doubles • Apply knowledge of number, shape and measures in their surrounding environment • Practise counting forwards and backwards from a number • Explore different ways of making ten • Recognise and extend a pattern. 		

	<ul style="list-style-type: none"> Place numbers 0—50 in order 						
PSED	<p>Think Equal Programme</p> <p>Listen to other children's perspectives and respect the opinions of others.</p>	Think Equal Programme	<p>Think Equal Programme</p> <p>P4C- if you could fly, where would you fly to and why?</p>	<p>Think Equal Programme</p> <p>Amelia Earhart followed her dream- discuss dreams and aspirations for the future.</p>	<p>Think Equal Programme</p> <p>Transition Day- getting to know new teachers and expectations in Year 1.</p>	Think Equal Programme	Reflection on year and achievements..
PD	Preparation for Sports Day- practise different skills such as balancing, running, jumping and turn taking. Draw links to the upcoming World Cup in June/July 2026						
C&L	Use language to express an opinion and preference with relation to favourite books.	Use language to sequence thoughts and ideas in full sentences.		Use language to express how they are feeling and make connections between what they have heard and clarify for understanding.		Listen and respond to others respectfully.	
UW	Explore the focus text for this week. Link back to previous learning on map work and a birds eye view. Children to describe their environment by using maps, discussion, observation and text. Consider what a cloud above school/Didsbury would see.	<p>Notice changes (growth, decay, melting, etc.)</p> <p>Children to explore the theme of growing and change.</p> <p>Children will plant seeds and review each week how they are growing and changing.</p> <p>Children will make predictions and observations.</p>		<p>Talk about their own lives (baby → now) How have they changed over time?</p> <p>Understand family relationships (parents, grandparents)</p>		<p>Create a timeline of Reception Topics.</p> <p>Reflect on past and present.</p> <p>Link to early life and now.</p>	
EAD	<p>Throughout the writing project, children will be finding innovative ways to display their writing pieces. Children to be given plentiful opportunities to do this with a range of techniques and resources.</p> <p>Explore how to create a pop up effect.</p>	<p>Continue to design and make art work to go with writing project.</p> <p>Explore creating flaps in picture books.</p>		<p>Compile ideas and explore different effects to create their own artwork for writing project.</p> <p>Create kites/aeroplanes and explore how long it takes before they land.</p>		<p>Create kites/aeroplanes and explore how long it takes before they land.</p>	
Phonics	Essential Letter and Sounds Phonics Programme						

Indoor Provision

Outdoor Provision

Home area 'for sale' in preparation for transition. Challenges in each area to generate greater independence during self-led learning opportunities and prepare for Year 1.

Make kites and bubbles. Cloud watch and draw. Make up stories about the aeroplanes that fly above us. Bird watching and counting the different birds that we can see.