

Medium Term Planning			
The Queen’s Jubilee WB 16.5.22			
		ELG in Italics	Reception Objectives in bold
Personal, Social and Emotional Development	Communication and Language	Physical Development	
<i>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i>  <i>-Work and play cooperatively and take turns with others.</i>  <b>Activities:</b> <ul style="list-style-type: none"><li>• Play Disco games at Jubilee party</li><li>• Join in with the Street Party</li></ul>	<i>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> <i>-Make comments about what they have heard and ask questions to clarify their understanding.</i> <i>-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i> <b>Activities:</b> <ul style="list-style-type: none"><li>• Watch &amp; discuss powerpoints about the Queen &amp; the royal family</li><li>• Watch &amp; discuss powerpoints about London &amp; its landmarks.</li><li>• Talk about celebrations they are going to be having for the Queen’s Jubilee.</li></ul>	<b>Gross Motor Skills</b> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>  <b>Fine Motor Skills</b> <i>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> <i>-Use a range of small tools, including scissors, paintbrushes and cutlery.</i> <i>-Begin to show accuracy and care when drawing</i>  <b>Activities:</b>  <i>-Write sentences describing how we are celebrating the Queen’s Jubilee.</i> <i>-Make London landmarks with junk modelling.</i> <i>-Draw/paint London Landmarks</i> <i>-Learn a song &amp; dance about the Queen’s Jubilee.</i> <i>-Dance in Jubilee disco</i> <i>-Mix cake mixture</i> <i>-Make crowns.</i>	
The Specific areas of learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<i>-Write recognisable letters, most of which are correctly formed.</i> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <i>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> • Write simple phrases and sentences that can be read by others.  <i>Read words consistent with their phonic knowledge by sound-blending.</i> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  <b>Activities:</b> <ul style="list-style-type: none"><li>• Write sentences explaining how they are celebrating the Queen’s Jubilee.</li><li>• Read a recipe of how to make cakes &amp; follow the instructions to make own cakes.</li></ul>	<i>-Have a deep understanding of number to 10, including the composition of each number.</i> <i>- Subitise (recognise quantities without counting) up to 5.</i> <i>-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</i> <i>-Automatically recall some number bonds to 10, including double facts</i> <i>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i>  <b>Activities:</b> <ul style="list-style-type: none"><li>• Count number of people</li><li>• Subitise counting figures</li><li>• Take away &amp; add counting figures within 5 verbally</li><li>• Count objects e.g. tiaras</li><li>• Compare quanities on tens frame, which has the most/least?</li><li>• Number bonds on London Bus to 10-White Rose Maths</li></ul>	<i>-Talk about the lives of the people around them and their roles in society.</i> <i>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i>  <b>Activities:</b>  <i>Read powerpoints about the Queen, her role &amp; her families.</i> <i>Look at photos of the Queen when she was younger. How are they different to photos of her now?</i>	<i>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> • Share their creations, explaining the process they have used. <i>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i>  <b>Activities:</b> <i>Make own Union Jack flag</i> <i>Make cakes following instructions. Discuss the texture of the mixture.</i> <i>Follow instructions to make own Jubilee crown using jewels &amp; paper plates.</i> <i>Learn a dance &amp; song about the Jubilee, record for LJ.</i>