

**Summer 1 Medium Term Plan - Reception**

Possible Theme		Possible WOW Moments	Special Celebrations
<b>Blast From the Past</b> Toys, dinosaurs, Victorians, 1920s, Nursery Rhymes		Tea Party/ Teddy Bear's picnic Dress up day	Queen's Jubilee St George's Day (23 <sup>rd</sup> Apr) Eid-al Fitr (2 <sup>nd</sup> -3 <sup>rd</sup> May)
Main Texts		Linked Texts	
Amazing Grace Dinosaur Bones		Old Bear Magic Roundabout (clip from the past) Peepo The Elves and the Shoemaker Hassan and Aneesa Celebrate Eid	Dave's Cave If I Had a Raptor The Queen's Handbag Little Elizabeth
<b>Vocabulary linked to topic</b>	history ■ past ■ present ■ future ■ long ago ■ morning ■ afternoon ■ yesterday ■ tomorrow ■ week ■ month ■ remember ■ year ■ time ■ later ■ compare ■ similarities ■ differences ■ younger ■ older ■ fossil ■ skeleton ■ stegosaurus ■ triceratops ■ velociraptor ■ pterodactyl ■ brachiosaurus ■ tyrannosaurus rex ■ binoculars ■ carnivore ■ herbivore ■ volcano ■ erupt ■ lava ■ special ■ celebration ■ Eid ■ similar ■ differences ■ cultures ■ traditions ■ <i>mosque</i> ■ religion ■ believe		
<b>Communication and Language</b>	Objectives we will be covering: Can recite rhymes, poems and songs independently Retells their own stories Usually speaks using the correct tense Articulates their ideas and thoughts in well-formed sentences, using connectives Uses talk to organise thoughts and help work out problems Has a long conversation, switching from topic to topic and describes events in some detail Uses new vocabulary within conversations and their play	Possible activities/ classroom enhancements: Poetry Basket: I Have a Little Frog, Dance, A Little Shell, Five Little Peas, The Fox, Monkey Babies Make own stories using 'Tales Toolkit' Look at photographs/ fossils of dinosaurs. Talk about what you can see and talk about similarities and differences. Wellcomm activities. Word Aware	
<b>Personal, Social and Emotional Development</b>	Objectives we will be covering: Children are able to say what they are good at and what they need to practise Children persevere to reach their goals Children independently tidy-up Resolves conflict by themselves without retaliating	Possible activities/ classroom enhancements: Circle time focused around what children are good at. Talk with children in provision/ during activities about how they could improve their work Time to Talk intervention	
<b>Physical Development</b>	Objectives we will be covering: Can demonstrate different types of balances Jump off higher equipment Use core muscle strength to achieve good posture when sitting down Can use scissors with precision Can use small tweezers with good control	Possible activities/ classroom enhancements: Dream Big for PE lessons Cutting intervention Provide a cutting challenge each week for target children Provide weekly challenges with tweezers	
<b>Literacy</b>	Objectives we will be covering: Read some common exception words Ditty level: I, the, to, no, go, me, of Red books: the, I, no, of, my, for, he, she, we, was	Possible activities/ classroom enhancements: RWI sessions Literacy starters to focus on Red Words/ HFWs – introduce multi-syllabic words Write non-fiction texts about dinosaurs – make a class book	

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	<p>Green books: your, said, you, be, are, like, all, they, her</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p> <p>Recognise the majority of Set 2 digraphs and trigraphs</p> <p>Read words containing known Set 2 digraphs and trigraphs</p> <p>Begin to read multi-syllabic words</p> <p>Describes main story settings, events and characters in increasing detail</p> <p>Seeks familiar texts or stories to re-read in the book area.</p> <p>Requests favourite stories and poems for example during Vote for a story</p> <p>Use language such as "Once upon a time...", 'Suddenly...', 'First/ Next/ Then...' to create and tell own story</p> <p>Segment and write CCVC and CCVC words</p> <p>Use 'Fred fingers' to segment words</p> <p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Form the majority of letters correctly</p>	<p>Use WMG for writing a sentence – think it, say it, write it, read it.</p> <p>Encourage children to make their own books within the provision</p> <p>Letter formation interventions – base it on letters that have been formed incorrectly that week</p>
<p><b>Maths: White Rose Scheme</b></p>	<p>For Maths we follow 'White Rose'. We will be covering the following topics: On the Move, Follow My Pattern</p> <p>Please see separate Maths Medium Term Plan for more detail</p>	
<p><b>Understanding of the World</b></p>	<p>Objectives we will be covering:</p> <p>Can talk about past and upcoming events with their immediate family</p> <p>Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences</p> <p>Shares some similarities between characters, figures or objects</p> <p>Comments on experiences of a wide range of experiences and celebrations</p> <p>Can identify similarities and differences between different houses and environments e.g. parks, woods, town</p> <p>Can name at least 2 countries not in the UK and talk about what they are like</p> <p>Talk about how life might be different in other countries</p> <p>Name and order the seasons</p> <p>Understand what changes happen in each season, discussing when and how things grow</p>	<p>Possible activities/ classroom enhancements:</p> <p>Continue timeline in the classroom to show what children do over the year (include seasons, trips, celebrations) Put a marker to show the present point on the line. Talk about events being in the past or future.</p> <p>Go on a Summer walk and discuss the seasonal changes you can see.</p> <p>Sort Summer objects/ photos (nature, clothes)</p> <p>Daily calendar: sing songs for DOW and months, use language of weekend</p> <p>Take photos of children so can discuss how they change over the year e.g. how they are dressed for seasons, how have they changed?</p> <p>Share common household objects (link to Peepo) from the present and past e.g. kettles, phones, irons, kettles What is the same/ different? Use vocab such as 'used to', 'old fashioned', 'traditional. Link to Polly Put the Kettle On and Jack and Jill</p> <p>Learn 'Cobbler, Cobbler' – link to the Elves and the Shoemaker</p> <p>Create an old fashioned home role-play area</p> <p>Share books about how toys have changed. Sort old and new toys.</p> <p>Read non-fiction texts to find out how schools have changed</p> <p>Make a see-saw for a toy</p> <p>Look at the life of the Queen and how things have changed</p> <p>Queen's tea-party</p>

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		Have a day focused on children's heritage and learn about different cultures within the class
<b>Expressive Arts and Design</b>	<p>Objectives we will be covering:</p> <p>Able to mix primary colours to make secondary colours</p> <p>Print with small blocks, small sponges, fruit, shapes and other resources</p> <p>Children are able to draw simple things from memory</p> <p>Joins items in a variety of ways – sellotape, masking tape, string, ribbon</p> <p>Children use and can describe a range of textures</p> <p>Talk about the process of how they made something</p> <p>Makes a short dance sequence</p> <p>Knows a larger range of songs and sings along, matching pitch and following the melody</p> <p>Children enhance small world play with simple resources</p> <p>Uses imagination to develop own storylines</p>	<p>Possible activities/ classroom enhancements:</p> <p>Children to learn a range of Nursery Rhymes and the stories behind them. Where are the stories taking place? E.g. in a town, countryside What happened? sequence events. How has it changed? E.g. how have houses changed now from the houses Wee Willie Wilkie rain past</p> <p>Make a paper mache volcano: mix colours for it only using primary colours, black and white</p> <p>Charanga Topic: Reflect, Rewind and Replay</p> <p>Draw simple dinosaur features from memory</p>

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