



St Mary's Reception Medium Term Planning (Summer 1)



St Mary's
Catholic Primary School

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Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Communication and Language</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversations when engaged in back and forth exchanges with their teacher and peers. 					
	<p>Refer to Book Talk planning -</p>  <p>Discussions - during carpet time (RE).</p> <p>Continuous Provision - see separate plan.</p>	<p>Refer to Book Talk planning -</p>  <p>Discussions - during carpet time (RE).</p> <p>Continuous Provision - see separate plan.</p>	<p>Refer to Book Talk planning</p>  <p>Discussions - during carpet time (RE).</p> <p>Continuous Provision - see separate plan.</p>	<p>Refer to Book Talk planning -</p>  <p>Discussions - during carpet time (RE).</p> <p>Continuous Provision - see separate plan.</p>	<p>Refer to Book Talk planning -</p>  <p>Discussions - during carpet time (RE).</p> <p>Continuous Provision - see separate plan.</p>	<p>Refer to Book Talk planning -</p>  <p>Discussions - during carpet time (RE).</p> <p>Continuous Provision - see separate plan.</p>

	<p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 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. 					
	<p>Phonics - Unit 9 SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during registration.</p>	<p>Phonics - Unit 10/11 SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during registration.</p>	<p>Phonics - Unit 10/11 SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during registration.</p>	<p>Phonics - Bridging Unit SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during registration.</p>	<p>Phonics - Bridging Unit SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during registration.</p>	<p>Phonics - Bridging Unit SW, small group work to secure understanding. English - small group english work. Discussions during book talk - story retell. RE - discussion on events that have happened to them or what may happen. Responses during registration.</p>
<p>Personal, Social and</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; 					

<p>Emotional Development</p>	<ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 					
<p>Discussions - feelings on returning to school.</p> <p>Ten Ten Resources - see separate plan</p> <p>RE - Explore How are relationships deepened in everyday life?</p>	<p>Discussions - waiting for our turn. How might you feel? Why must we wait?</p> <p>Ten Ten Resources - see separate plan</p> <p>RE - Talking about being together - how might they feel?</p>	<p>Talk about our own feelings regularly.</p> <p>Show engagement in activities.</p> <p>Ten Ten Resources - see separate plan</p> <p>Continuous Provision - observe.</p>	<p>Continuous Provision - observe.</p> <p>Ten Ten Resources - see separate plan</p> <p>Small group work discussions - feelings and sharing.</p>	<p>Continuous Provision - observe.</p> <p>Ten Ten Resources - see separate plan</p> <p>Small group work discussions - feelings and sharing.</p>	<p>Continuous Provision - observe.</p> <p>Ten Ten Resources - see separate plan</p> <p>Small group work discussions - feelings and sharing.</p>	
<p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. 						
<p>Continuing development during group tasks -</p>	<p>Continuing development during group tasks -</p>	<p>Continuing development during group tasks -</p>	<p>Continuing development during group tasks -</p>	<p>Continuing development during group tasks -</p>	<p>Continuing development during group tasks -</p>	

	<p>independence in writing/maths.</p> <p>Embed classroom expectations - change in areas.</p> <p>Regular discussions around healthy food - link to garden topic.</p>	<p>independence in writing/maths.</p> <p>Embed classroom expectations - change in areas.</p> <p>Regular discussions around healthy food - link to garden topic (planting vegetables, where do they come from?)</p>	<p>independence in writing/maths.</p> <p>Embed classroom expectations - change in areas.</p> <p>Regular discussions about how we look after our environment and the creatures in it.</p>	<p>independence in writing/maths.</p> <p>Embed classroom expectations - changes in areas.</p> <p>Regular discussions on how we take care of ourselves.</p>	<p>independence in writing/maths.</p> <p>Embed classroom expectations - changes in areas.</p>	<p>independence in writing/maths.</p> <p>Embed classroom expectations - changes in areas.</p>
<p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and others needs. 						
	<p>Small group work.</p> <p>Turn Taking</p> <p>Continuous Provision.</p>	<p>Small group work.</p> <p>Discuss who our friends are what we all enjoy taking part in.</p>	<p>Small group work.</p> <p>Whole class tasks - importance of waiting for our turn.</p> <p>Continuous Provision.</p>	<p>Small group work.</p> <p>Continuous Provision.</p>	<p>Small group work.</p> <p>Continuous Provision.</p>	<p>Small group work.</p> <p>Continuous Provision.</p>

		Continuous Provision.				
Physical Development	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 					
	PE - See separate plan (Move with Max) Continuous provision - classroom/ outside in the garden.	PE - See separate plan (Move with Max) Continuous provision - classroom/ outside in the garden.	PE - See separate plan (Move with Max) Continuous provision - classroom/ outside in the garden.	PE - See separate plan (Move with Max) Continuous provision - classroom/ outside in the garden.	PE - See separate plan (Move with Max) Continuous provision - classroom/ outside in the garden.	PE - See separate plan (Move with Max) Continuous provision - classroom/ outside in the garden.
	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 					
	Writing activities - morning whiteboard work / writing in all areas to encourage development.	Writing activities - morning whiteboard work / writing in all areas to encourage development.	Writing activities - morning whiteboard work / writing in all areas to encourage development. Pen Disco - whole class.	Writing activities - morning whiteboard work / writing in all areas to encourage development.	Writing activities - morning whiteboard work / writing in all areas to encourage development.	Writing activities - morning whiteboard work / writing in all areas to encourage development.

	Pen Disco - whole class.	Pen Disco - whole class.	Dough disco - whole class.	Pen Disco - whole class.	Pen Disco - whole class.	Pen Disco - whole class.
	Dough disco - whole class.	Dough disco - whole class.	Drawing / writing - English books.	Dough disco - whole class.	Dough disco - whole class.	Dough disco - whole class.
	Drawing / writing - English books.	Drawing / writing - English books.	Mark Making - chalk/water/paint.	Drawing / writing - English books.	Drawing / writing - English books.	Drawing / writing - English books.
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Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Refer to book talk planning.	Refer to book talk planning.	Refer to book talk planning.	Refer to book talk planning.	Refer to book talk planning.	Refer to book talk planning.
English activity - Write a sentence about the vegetable patch.	English activity - Write a sentence about our trip to the farm.	English activity - tell the story of Bumble Bear	English activity - labelling the lifecycle of a duck, writing rules on how to look after the ducks.	English activity - sentence writing about what you might find in the garden.	English activity - sequence the events in a story.
Continuous provision.	Continuous provision.	Continuous provision.		Continuous provision.	Continuous provision.

				Continuous provision.		
<p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 						
Phonics - SW	Phonics - SW	Phonics - SW	Phonics - SW	Phonics - SW	Phonics - SW	Phonics - SW
Daily Reading.	Daily Reading.	Daily Reading.	Daily Reading.	Daily Reading.	Daily Reading.	Daily Reading.
3x per week	3x per week	3x per week	3x per week	3x per week	3x per week	3x per week
<p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 						
English activity - Write a sentence about the vegetable patch.	English activity - Write a sentence about our trip to the farm.	English activity - tell the story of Bumble Bear	English activity - labelling the lifecycle of a duck, writing rules on how to look after the ducks.	English activity - sentence writing about what you might find in the garden.	English activity - sequence the events in a story.	
Continuous provision.	Continuous provision.	Continuous provision.	Continuous provision.	Continuous provision.	Continuous provision.	
Mathematics	Number					

	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 					
<p>Counting, ordinality and cardinality - (see NCETM planning)</p>	<p>Subitising (see NCETM planning)</p>	<p>Composition (see NCETM planning)</p> <p>Recognising what numbers make up each number eg 8 - 5 and 3/ 4 and 4</p>	<p>Composition (see NCETM planning)</p> <p>Subitise - how many do they see?</p>	<p>Comparison (see NCETM planning)</p> <p>Beginning to recognise the whole number - recalling double facts.</p>	<p>Assessment (see NCETM planning)</p> <p>Doubles - sorting</p>	
<p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 						
<p>More than/ fewer than</p>	<p>Finding out 'how many' objects there are use of tens frames - verbally practising counting beyond 20</p>	<p>Comparison of quantities and recognising patterns through which is greater than/less than.</p>	<p>Counting during Rhyme time - recognising different numbers.</p>	<p>Counting during rhyme time - double facts.</p> <p>Verbal counting beyond 20.</p>	<p>Encouraged to look at similarities and differences.</p> <p>Quantity - greater than/less than.</p>	
<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; 						

Understanding the world	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now; drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books, read in class and storytelling. 					
	Discuss what we did before half term - past.	Discuss what we did last week - refer to learning journey.	Discuss what we did last week - refer to learning journey.	Discuss what we did last week - refer to learning journey.	Discuss what we did last week - refer to learning journey.	Discuss what we did last week - refer to learning journey.
	Talk about what we are going to do this half term.	Understand the past through book talk planning - link to settings and characters.	Understand the past through book talk planning - link to settings and characters.	Understand the past through book talk planning - link to settings and characters.	Understand the past through book talk planning - link to settings and characters.	Understand the past through book talk planning - link to settings and characters.
<p>People Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 						
Look at different environments - link to garden	Look at different environments - link to garden	Look at different gardens/different country - why might they look different? Discussion on weather.	Look at different environments - link to garden. What might we need to grow things?	Look at different environments - link to garden.	Look at different environments - link to plants and animals.	

	<p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 						
	Explore the outdoor area	Talk about different environments - link to farm/books	Explore outdoors - talk about different environments.	Explore outdoors	Signs of Summer	Explore outdoors	
Expressive Arts and Design	<p>Creating with Materials ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 						
	Creating flowers for a garden. Planting flowers and seeds. Face masks - linked to farm (Reading area)	Butterflies/ Mini Beasts from the garden.	Bee crafts - bubble wrap beehive. Bee head bands Printing. Beehive out of tubes.	Duck - create our own feathered duck, paper mache eggs for ducks.	Create our own garden pictures using different materials. Create an animal to hide inside.	Blossom pictures - printing using different materials. Create their butterfly wings using material.	
	<p>Being Imaginative and Expressive ELG</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; 						

	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music 					
<p>Continuous provision - story spoons to recount narratives.</p> <p>Role play.</p> <p>Regular movement breaks</p>	<p>Continuous provision - story spoons to recount narratives.</p> <p>Role play</p>	<p>Continuous provision - story spoons to recount narratives.</p> <p>Role play</p>	<p>Continuous provision - story spoons to recount narratives.</p> <p>Role play</p>	<p>Continuous provision - story spoons to recount narratives.</p> <p>Role play</p>	<p>Continuous provision - story spoons to recount narratives.</p> <p>Role play</p>	