

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



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	Area of	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

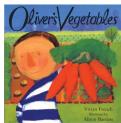
# Communication and Language

Learning

### Listening, Attention and Understanding

- 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.

Refer to Book Talk planning -



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Discussions - during carpet time (RE).

Continuous Provision - see separate plan. Refer to Book Talk planning -



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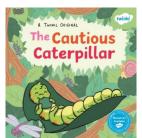
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Refer to Book Talk planning -



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Discussions - during carpet time (RE).

Continuous Provision - see separate plan.

## Speaking

- 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.

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Phonics - Unit 9	Phonics - Unit	Phonics - Unit 10/11	Phonics - Bridging	Phonics - Bridging	Phonics - Bridging
SW, small group	10/11 SW, small	SW, small group work	Unit SW, small	Unit SW, small	Unit SW, small
work to secure	group work to	to secure	group work to	group work to	group work to
understanding.	secure	understanding.	secure	secure	secure
English - small	understanding.	English - small group	understanding.	understanding.	understanding.
group english	English - small	english work.	English - small	English - small	English - small
work.	group english	Discussions during	group english	group english work.	group english work.
Discussions	work.	book talk - story	work.	Discussions during	Discussions during
during book talk	Discussions during	retell.	Discussions during	book talk - story	book talk - story
- story retell.	book talk - story	RE - discussion on	book talk - story	retell.	retell.
RE - discussion	retell.	events that have	retell.	RE - discussion on	RE - discussion on
on events that	RE - discussion on	happened to them or	RE - discussion on	events that have	events that have
have happened to	events that have	what may happen.	events that have	happened to them	happened to them
them or what	happened to them		happened to them	or what may	or what may
may happen.	or what may	Responses during	or what may	happen.	happen.
	happen.	registration.	happen.		
Responses during				Responses during	Responses during
registration.	Responses during		Responses during	registration.	registration.
	registration.		registration.		

### Personal, Social and

#### Self-Regulation

• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

# Emotional Development

- 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.

Discussions - feelings on returning to school.	Discussions - waiting for our turn. How might you feel? Why	Talk about our own feelings regularly.  Show engagement	Continuous Provision - observe.	Continuous Provision - observe.	Continuous Provision - observe.
	must we wait?	in activities.	Ten Ten	Ten Ten	Ten Ten
Ten Ten	Ton Ton	Ton Ton Dogovanos	Resources - see	Resources - see	Resources - see
Resources - see separate plan	Ten Ten Resources - see	Ten Ten Resources - see separate plan	separate plan	separate plan	separate plan
RE - Explore How are relationships deepened in everyday life?	separate plan  RE - Talking about being together - how might they feel?	Continuous Provision – observe.	Small group work discussions - feelings and sharing.	Small group work discussions - feelings and sharing.	Small group work discussions - feelings and sharing.

### Managing Self

- 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.

Continuing	Continuing	Continuing	Continuing	Continuing	Continuing
developme	ent development	development during	development	development	development
during gro	oup during group	group tasks -	during group	during group	during group
tasks -	tasks -		tasks -	tasks -	tasks -

independence in writing/maths.	independence in writing/maths.	independence in writing/maths.	independence in writing/maths.	independence in writing/maths.	independence in writing/maths.
Embed classroom expectations - change in areas.	Embed classroom expectations - change in areas.	Embed classroom expectations - change in areas.	Embed classroom expectations - changes in areas.	Embed classroom expectations - changes in areas.	Embed classroom expectations - changes in areas.
Regular discussions around healthy food - link to garden topic.	Regular discussions around healthy food - link to garden topic (planting vegetables, where do they come from?)	Regular discussions about how we look after our environment and the creatures in it.	Regular discussions on how we take care of ourselves.		
Building Relation	nships				

- 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.

Small group work.	Small group work.	Small group work.	Small group work.	Small group work.	Small group work.
Turn Taking Continuous	Discuss who our friends are what we all enjoy	Whole class tasks - importance of waiting for our turn.	Continuous Provision.	Continuous Provision.	Continuous Provision.
Provision.	taking part in.	Continuous Provision.			

		Continuous Provision.						
Physical Development	<ul> <li>Demonstr</li> </ul>	space and obstacle ate strength, baland	s safely, with conside ce and coordination wh unning, jumping, dancin	nen playing;				
	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.		
	<ul> <li>Fine Motor Skills</li> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> </ul>							
	Writing activities - 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.  Writing activities - morning whiteboard work / writing in all areas to encourage 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.  Dough disco - whole class.  Drawing / writing - English books.  Mark Making - chalk/water/ paint.	Pen Disco - whole class.  Dough disco - whole class.  Drawing / writing - English books.  Mark Making - chalk/water/ paint.	Dough disco - whole class.  Drawing / writing - English books.  Mark Making - chalk/water/paint.	Pen Disco - whole class.  Dough disco - whole class.  Drawing / writing - English books.  Mark Making - chalk/water/ paint.	Pen Disco - whole class.  Dough disco - whole class.  Drawing / writing - English books.  Mark Making - chalk/water/ paint.	Pen Disco - whole class.  Dough disco - whole class.  Drawing / writing - English books.  Mark Making - chalk/water/ paint.
Literacy	own words • Anticipate • Use and u	ate understanding o and recently introd - where appropriat	te - key events in stor introduced vocabulary	ies;		-
	Refer to book talk planning.  English activity  - Write a sentence about the vegetable patch.  Continuous provision.	Refer to book talk planning.  English activity - Write a sentence about our trip to the farm.  Continuous provision.	Refer to book talk planning.  English activity - tell the story of Bumble Bear  Continuous provision.	Refer to book talk planning.  English activity - labelling the lifecyle of a duck, writing rules on how to look after the ducks.	Refer to book talk planning.  English activity - sentence writing about what you might find in the garden.  Continuous provision.	Refer to book talk planning.  English activity - sequence the events in a story.  Continuous provision.

				Continuous provision.				
	<ul> <li>Word Reading</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>							
	Phonics - SW	Phonics - SW	Phonics - SW	Phonics - SW	Phonics - SW	Phonics - SW		
	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		
	<ul> <li>Spell word</li> </ul>	ds by identifying sou	nost of which are cor unds in them and rep tences that can be r	resenting the sound	s with a letter or let	tters;		
	English activity - Write a sentence about the vegetable patch.  Continuous provision.	English activity - Write a sentence about our trip to the farm.  Continuous provision.	English activity - tell the story of Bumble Bear  Continuous provision.	English activity - labelling the lifecyle of a duck, writing rules on how to look after the ducks.  Continuous	English activity - sentence writing about what you might find in the garden.  Continuous provision.	English activity - sequence the events in a story.  Continuous provision.		
				provision.				
Mathematics	Number							

<ul><li>Subitise (</li><li>Automatic</li></ul>	<ul> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Subitise (recognise quantities without counting) up to 5;</li> <li>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.</li> </ul>							
Counting, ordinality and cardinality - (see NCETM planning)	Subitising (see NCETM planning)	Composition (see NCETM planning)  Recognising what numbers make up each number eg 8 - 5 and 3/4 and 4	Composition (see NCETM planning)  Subitise - how many do they see?	Comparision (see NCETM planning)  Beginning to recognise the whole number - recalling double facts.	Assessment (see NCETM planning)  Doubles - sorting			
<ul> <li>Numerical Patterns</li> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>								
More than/ fewer than	Finding out 'how many' objects there are use of tens frames - verbally practising counting beyond 20	Comparison of quantities and recognising patterns through which is greater than/less than.	Counting during Rhyme time - recognising different numbers.	Counting during rhyme time - double facts.  Verbal counting beyond 20.	Encouraged to look at similarities and differences.  Quantity - greater than/less than.			
	Past and Present  Talk about the lives of the people around them and their roles in society;							

# Understanding the world

- 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.	past through book talk planning - link	•

### People Culture and Communities

- 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.
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#### The Natural World 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 Talk about Explore outdoors -Explore outdoors Signs of Summer Explore outdoors different talk about outdoor area different environments link to environments. farm/books Creating with Materials ELG • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function: Expressive Share their creations, explaining the process they have used; Arts and Make use of props and materials when role playing characters in narratives and stories. Design Creating Butterflies/ Mini Bee crafts - bubble Create our own Blossom pictures Duck - create flowers for a Beasts from the wrap beehive. garden pictures - printing using our own garden. garden. Bee head bands feathered duck. using different different Planting flowers Printing. paper mache materials. Create materials. Create and seeds. Beehive out of eggs for ducks. an animal to hide their butterfly tubes. inside. wings using Face masks material. linked to farm (Reading area) Being Imaginative and Expressive ELG

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;

<ul> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music</li> </ul>					
Continuous provision - story spoons to recount narratives. Role play.	Continuous provision - story spoons to recount narratives. Role play	Continuous provision - story spoons to recount narratives. Role play	Continuous provision - story spoons to recount narratives. Role play	Continuous provision - story spoons to recount narratives. Role play	Continuous provision - story spoons to recount narratives. Role play
Regular movement breaks					