



## Reception Medium term planning Summer Term

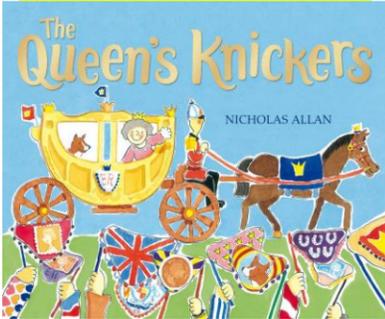
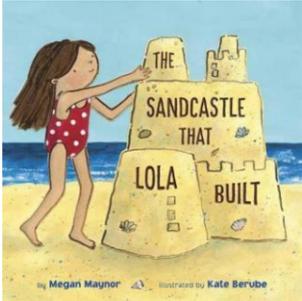
### Themes: Our World-Near and Far

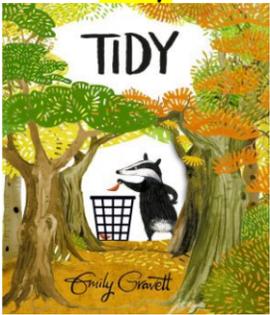
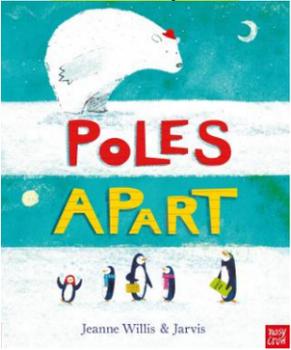
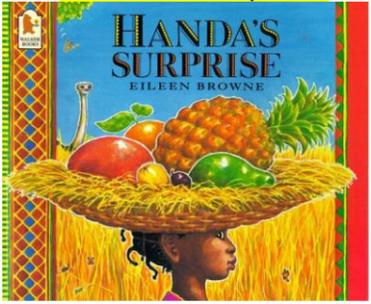


Communication & Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the world	Exploring media and materials
<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Listen to and talk about selected <b>non-fiction</b> to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>See themselves as a valuable individual.</p>	<p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p style="text-align: center;"><u>Reading</u></p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p style="text-align: center;"><u>Writing</u></p> <p>Attempts to form capital letters.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter, finger spaces and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Have a deep understanding of numbers to 10, including the composition of each number</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds up to 10, including double facts.</p> <p>Explore and represent patterns within numbers up to 10, including evens, odds, double facts and how quantities can be distributed equally.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p style="background-color: yellow;">Ramadan/Eid will occur this term- Keep an eye on announcements from the Islamic calendar.</p> <p style="background-color: yellow;">Use- The Most Exciting Eid</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>

<p><b><u>Self Regulation ELG</u></b>          Show an understanding of their own feelings and those of others, and begin to regulate their behaviour          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>	<p><b><u>Managing Self ELG</u></b>          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>	<p><b><u>Building Relationships ELG</u></b>          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>
<p><b><u>Listening, Attention and Understanding ELG</u></b>          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 conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p><b><u>Speaking ELG</u></b>          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>	
<p><b><u>Gross Motor Skills ELG</u></b>          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.</p>	<p><b><u>Fine Motor Skills ELG</u></b>          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, paintbrushes and cutlery.          Begin to show accuracy and care when drawing.</p>	
<p><b><u>Comprehension ELG</u></b>          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.</p>	<p><b><u>Word Reading ELG</u></b>          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</p>	<p><b><u>Writing ELG</u></b>          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.</p>
<p><b><u>Number ELG</u></b>          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>	<p><b><u>Numerical Patterns ELG</u></b>          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.          Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be</p>	<p><b><u>Number ELG</u></b>          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</p>

<p><b><u>Past and Present ELG</u></b> Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>distributed equally.</p> <p><b><u>People, Culture and Communities ELG</u></b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.- Forest School</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.- Ramadan/Eid</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>10, including double facts.</p> <p><b><u>The Natural World ELG</u></b> Explore the natural world around them, making observations and drawing pictures of animals and plants.- Forest School</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><b><u>Creating with Materials ELG</u></b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p><b><u>Being Imaginative and Expressive ELG</u></b> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	

	Core Book	Key Learning Intent:	Enrichment experiences:	Links to Key Stage 1 themes
<p><b>City- London</b></p>	<p><b>The Queen's Knickers</b></p> 	<ul style="list-style-type: none"> <li>We will talk about London and to know what a city is.</li> <li>We will learn about our current King and the Queen before him.</li> <li>We will understand the past through settings, characters and events encountered in booksread in class and storytelling (The Queen's Knickers and King Charles 111).</li> <li>We will use the knowledge we have gained about life in the past for Queen Elizabeth 11 to talk about similarities and differences between then and now.</li> <li>We will learn about the role of a monarch.</li> <li>We will explore the city of London through non fiction texts and photographs.</li> <li>We will revisit our learning all about our local area</li> <li>We will know how London differs to Biddulph</li> </ul> <p><b>Vocabulary:</b> Town, city, London, king, queen</p> 		<p>Children will know what a city is and that London is our capital city in preparation for year 1 where they will then compare the local area to the UK. Children will have explored images of London including a view of the city and a simple map in preparation for beginning to use maps, atlases and globes in year 1.</p> <p>This will also support year 2's history unit on The Great Fire of London.</p>
<p><b>The Seaside</b></p>	<p><b>The Sandcastle that Lola Built</b></p> 	<ul style="list-style-type: none"> <li>We will talk about the seaside and know how seaside towns differ from our town.</li> <li>We will know how natural environments differ (comparing beaches to local natural spaces).</li> <li>We will create a sandcastle using chosen materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>We will share our creations, explaining the process we have used.</li> <li>We will know what makes a castle, and use the features in our designs.</li> <li>We will work co-operatively to create sandcastles.</li> <li>We will talk about the past-what were castles for?</li> <li>We will read Clem and Crab- talk about the seaside environment and the impact of pollution. We will create a piece of art using waste plastic.</li> </ul> <p><b>Vocabulary:</b> Seaside, town, beach, sea, lighthouse, sea creatures, rock pool, shell Journey, Moat, wall, castle, build</p>	<p>Sensory exploration of the seaside- Children to explore walking barefoot through sand, hunting for shells, looking for creatures in a model rock pool, listening to the sounds of the seaside and having seaside food e.g. an ice cream.</p> 	<p>Year 1 Seaside- Children to have an understanding of the seaside- what they would see at a seaside in preparation for the Year 1 Geography seaside study.</p> <p>In year 1 children learn about castles. Children in reception will have an understanding of what a castle is, what it is for and who might live there.</p> <p>In year 1, children continue to build on their knowledge of recycling.</p>

<p><b>British woodland</b></p>	<p><b>Tidy</b></p> 	<ul style="list-style-type: none"> <li>• We will compare British woodlands to Biddulph and other environments studied (city/seaside).</li> <li>• We will know and understand the importance of looking after our environment.</li> <li>• We will explain the reasons for rules (why we need to look after our environment), know right from wrong and try to behave accordingly.</li> <li>• We will create our own woodland artwork using the work of Andy Goldsworthy to inspire us.</li> <li>• We will recognise the contribution we can make to our environment and see ourselves as a valuable individual.</li> </ul> <p><b>Vocabulary:</b> Woodland, forest, environment, litter, recycle, planet, care, upcycle</p>	<p>Children to bring in items from home that they have repurposed/upcycled. Children to share how they did this in a 'show and tell' session.</p> 	<p>In year 1 children learn more about why we recycle and the impact of waste on our world. In reception, children will have learned to look after the natural environments.</p>
<p><b>The Polar Regions</b></p>	<p><b>Poles Apart</b></p> 	<ul style="list-style-type: none"> <li>• We will make comparisons between life in different countries.</li> <li>• We will investigate hot and cold climates. <ul style="list-style-type: none"> <li>• We will understand some important processes and changes in the natural world around us, including the seasons and changing states of matter.</li> <li>• We will investigate freezing and melting.</li> <li>• We will talk about the characters in the story floating on ice and investigate floating and sinking- can large objects float? Do all small objects float?</li> <li>• We will create our own vessels and test to see if they float.</li> </ul> </li> </ul> <p><b>Vocabulary:</b> Polar, ice, north pole, south pole,</p>		<p>Children to have an understanding that different parts of the world can be hot or cold. Children to know what the poles are and what an iceberg is. This supports the year 2 themes of 'hot and cold' and 'The Titanic'.</p>
<p><b>Africa</b></p>	<p><b>Handa's surprise</b></p> 	<ul style="list-style-type: none"> <li>• We will know some similarities and differences between the natural world around us and Africa.</li> <li>• We will explain some similarities and differences between life in the UK and life in Africa, drawing on knowledge from stories.</li> <li>• We will use non-fiction texts to explore Africa.</li> <li>• We will make use of props and materials when retelling the story 'Handa's Surprise'.</li> <li>• We will understand the importance of healthy food choices.</li> <li>• We will use the story Giraffe's can't Dance to discuss trying new things and persevering.</li> </ul> <p><b>Vocabulary:</b> Africa, village, fruit names (from the text), animal names (from the story)</p>	<p>Visit from a staff member (raised in South Africa)</p> <p>Visit to Peak Wildlife Park</p>	<p>Children will be able to make comparisons between life in the UK and a contrasting country in preparation for year 2 where they will learn about Kenya.</p>

<p><b>Asia</b></p>	<p><b>Shen and The Magic Paintbrush</b></p> 	<ul style="list-style-type: none"> <li>• We will know some similarities and differences between the natural world in Biddulph and in China, drawing on their experiences and what has been read in class.</li> <li>• We will explain some similarities and differences between life in the countries we have learned about and life in China, drawing on knowledge from stories and nonfiction texts.</li> <li>• We will create and perform a dragon dance, moving in time to music.</li> <li>• We will invent, adapt and recount narratives and stories with our peers and teachers.</li> <li>• We will explore a range of painting techniques and create original artwork with chosen techniques e.g. brushwork, printing etc to create our own paintings like Shen. We will refer back to painting techniques learned throughout the year.</li> </ul> <p><b><u>Vocabulary:</u></b> China, Asia, emperor, forest, shore</p>	<p>Children to experience Chinese food tasting.</p>	<p>Children will begin to understand similarities and differences between the UK and other countries. They will know about differences in weather and which animals live in hot and cold places.</p>
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