

Medium Term Plan for Daily Provision –

Summer Term - Reception

Curriculum Coverage:	Data Implications:	Special Focus:
<p><b>Communication and Language</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.            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>Physical Development</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.            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.</p> <p><b>PSED</b>            Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>		<ul style="list-style-type: none"> <li>● Writing phrases and sentences</li> <li>● EAD – exploring a wide range of materials and techniques as well as opportunities for performing and singing</li> <li>● Number bonds, Odds and Evens and subitising</li> </ul>
	<p><b>Core Texts:</b>  <b>Summer 1:</b>  <b>Superheroes:</b></p> <ul style="list-style-type: none"> <li>● Supertato by Sue Hendra and Paul Linnet</li> <li>● Super Daisy by Kes Gray and Nick Sharratt</li> <li>● Little People, Big Dreams (Rosa Parks) by Lisbeth Kaiser</li> <li>● Little People, Big Dreams (Malala Yousafzai) by Maria Isabel Sanchez Vegara</li> </ul> <p><b>Traditional Tales:</b></p> <ul style="list-style-type: none"> <li>● Hansel and Gretel by Ailie Busby</li> <li>● Little Red Riding Hood by Mandy Ross</li> <li>● The Ugly Duckling by Hans Christian Andersen</li> </ul>	<p><b>Festivals/ Special Occasions:</b></p> <ul style="list-style-type: none"> <li>● Superhero Day</li> <li>● Father’s Day</li> <li>● Sports Day</li> </ul> <p><b>Other Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>● Trip to Telford Wonderland –</li> <li>● Superhero parents workshop –</li> <li>● Stay and Create –</li> <li>● Stay and Explore –</li> </ul> <p>(All above dependant on Covid restrictions)</p>

<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p> <p><b>Literacy</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p><b>Summer 2:</b></p> <p><b>Castles:</b></p> <ul style="list-style-type: none"> <li>• Cinderella and her Bossy Sisters by Mark Sperring and Barbara Bongini</li> <li>• The Knight who Wouldn't Fight by Helen and Thomas Docherty</li> <li>• Zog and the Flying Doctors by Julia Donaldson</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>• Eddie's Garden by Sarah Garland</li> <li>• The Extraordinary Gardener by Sam Boughton</li> <li>• What We'll Build by Oliver Jeffers</li> </ul>	
	<p><b>Links to National Curriculum Areas:</b></p> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• History of traditional tales – We will learn about how old the stories are. We will look at a timeline and compare where we are now with the age of the stories. (identifying the current year on a timeline and talking about length of time between original tales and now)</li> <li>• Castles – We will look at pictures of castles. We will look at what different parts of a castle are for. We will learn about why we needed castles. (battlements, moat, drawbridge, arrow slits and why they were needed)</li> <li>• Knights/ Kings/ Queens – We will learn about the job of a knight. We will learn some names of Kings and Queens. We will learn about our current Queen. (Knights protected the Kings and Queens, current Queen is Queen Elizabeth II)</li> <li>• People – We will look at a range of historical figures and what they are recognised for. We will discuss their achievements. We will find out facts about historical figures including Rosa Parks and Gandhi as well as more recent figures such as Malala Yousafzai and Captain Tom Moore.</li> </ul>	<p><b>Daily Routines:</b></p> <ul style="list-style-type: none"> <li>• Transition to Year One</li> <li>• Swimming and Yoga</li> </ul>

<p>Write simple phrases and sentences that can be read by others.</p> <p><b>Mathematics</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.          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 distributed equally.</p>		
<p><b>Understanding the World</b>          Talk about the lives of the people around them and their roles in society          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          Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps          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          Explain 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.          Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>● Drawing maps of Hansel and Gretel’s journey through the woods – We will look at real maps of our local area and the UK. We will create our own maps. (direction words, simple titles, landmarks that Hansel and Gretel saw)</li> <li>● What grows where? – We will discuss different plants and which plants grow best in which countries. We will discuss different climates. We will look at these countries on a map. (cocoa needs warm climates such as Ghana, lettuces grow best in cold climates)</li> <li>● How do we travel to other places? – We will discuss different modes of transport. We will talk about which mode of transport is most suitable to travel to a variety of places. (we would use an aeroplane to travel to India but a bus to travel to Walsall)</li> <li>● Local Community – We will learn about emergency services and how they help us in our local area. We will ask find out facts about emergency</li> </ul>	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>● Reading sentences – We will learn to use our phonics to read whole sentences. We will be able to understand what we have read.</li> <li>● Comprehension – We will answer questions about what we have read ourselves.</li> <li>● Writing sentences – We will learn to write sentences using our phonics skills. We will think of our own sentences to write.</li> <li>● Spelling – We will learn to spell high frequency words correctly. We will spell words using sounds we know. We will begin to learn different ways of writing sounds.</li> <li>● Reading and writing irregular words – We will learn to read some high frequency</li> </ul>

<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>Expressive Arts and Design</b></p>	<p>services. (doctors help us if we are poorly, firefighters help us if there is a fire)</p> <ul style="list-style-type: none"> <li>Identifying Countries on a map – We will find out where different countries are on a map. We will point to different countries on a map.</li> </ul>	<p>words. We will learn to use those words in our writing.</p>
<p>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>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>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Animal habitats – We will learn where different animals live. We will discuss why different animals need different habitats and compare them. (a dragonfly in a pond, a worm in the soil, a spider in a web)</li> <li>Floating and Sinking – We will explore which objects float and which objects sink. We will understand what the words float and sink mean. (Float means that an object rests on the surface of the water and sink means objects fall under the surface of the water)</li> <li>Plants – We will discuss what plants need to grow (water, soil, air, warmth) We will know the things that a plant needs to grow.</li> </ul>	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Add and subtract single digit numbers – We will learn the symbols for addition and subtraction. We will learn to use objects to add and take away.</li> <li>Order and recite numbers to 20 – We will learn to put and say the numbers from 0-20 into the right order.</li> <li>Subitising – We will learn to recognise how many there are in a small number of objects without counting them.</li> <li>Odd and Even numbers – We will learn which numbers are odd and which are even. We will learn number patterns.</li> <li>Doubling, halving and sharing – We will learn the doubles of numbers up to 10. We will learn to halve numbers up to 10. We will learn how to share objects out into equal groups.</li> <li>Number bonds to 10 – We will learn number bonds for numbers up to 10. We</li> </ul>

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