



## Reception Medium Term Plan- Summer

	Summer
Topic/Theme	Space/Growth/Under the Sea
Visit/Visitor	Roker Beach
Communication and Language	<p>Speaking and listening</p> <p>Stories and rhymes</p> <p>Role play and small world using own narratives</p> <p>Speech and language interventions</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p><b>Brief outline of learning objectives for this term are:</b></p> <p>Maintain attention, concentrate and sit quietly during appropriate activity</p> <p>Listen attentively in a range of situations</p> <p>Listen to stories, accurately anticipating key events</p> <p>Respond to what they hear with relevant comments, questions or actions</p> <p>Give attention to what others say and respond appropriately, while engaged in another activity</p>
Physical Development  PE/writing/construction/ playtime	<p>Direction</p> <p>Dynamic Shapes</p> <p>Speed and Agility</p> <p>Catching</p> <p>Balance</p> <p>Release and Dribble</p> <p>Move to a Beat</p> <p>Flow and Rhythm</p> <p><b>Brief outline of learning objectives for this term are:</b></p>

	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p> <p>Display confidence in physical movements, performing a different jump, sequencing movements, jumping on and off apparatus, ability to land safely</p> <p>Use a range of small tools competently safely and confidently e.g. scissors, paint brushes &amp; cutlery</p> <p>Hold a pencil effectively (tripod)</p>
<p>Personal, Social and Emotional Development</p> <p>This area will be supported throughout many times in the school day</p>	<p>Taking turns and sharing</p> <p>Cooperating and listening to others at group time</p> <p>Form positive relationships with other children and adults</p> <p>Helping each other and asking for help</p> <p>Staying safe</p> <p><b>Brief outline of learning objectives for this term are:</b></p> <p>Talk about how they and others show feelings</p> <p>Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable</p> <p>Work as part of a group or class, and understand and follow the rules</p> <p>Adjust behaviour to different situations, and take changes of routine in their stride</p> <p>Manage basic hygiene and personal needs</p> <p>Follow instructions accurately (several ideas/ actions)</p>
<p>Reading</p>	<p>Daily phonics lessons</p> <p>Phonics interventions</p> <p>Opportunities to read and recognise words throughout the provision</p> <p>Develop a love of stories and reading</p> <p><b>Brief outline of learning objectives for this term are:</b></p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p>

	<p>Recall facts from information</p> <p>Use new vocabulary through play</p> <p>Retell simple stories</p>
<p>Writing</p>	<p>Daily phonics lessons</p> <p>Opportunities for mark making throughout the provision</p> <p>'Big Write'</p> <p>Brief outline of learning objectives for this term are:</p> <p>Write simple sentences &amp; phrases that can be read by themselves and others</p> <p>Re-read writing to check it makes sense</p> <p>Use full stops and capital letters</p> <p>Write most upper- and lower-case letters most of which are correctly formed</p> <p>Hold pencil in a good tripod grip</p> <p>Use a variety of tricky words/common exception words in writing</p> <p>Spell some words correctly and others are phonetically plausible</p> <p>Begin to spell words containing set 2 digraphs ay, ee, igh, ow, oo, oo using Fred Fingers</p> <p>Write for an increasing range of purposes</p>
<p>Mathematics-</p> <p>Numbers/Shape, Space and Measure</p>	<p>Subtraction</p> <p>Exploring patterns</p> <p>Counting on and counting back</p> <p>Numbers to 20</p> <p>Numerical patterns</p> <p>Shape (Composing and decomposing shapes)</p> <p>Measure (volume and capacity)</p> <p>Time</p> <p>Brief outline of learning objectives for this term are:</p> <p>Recall number bonds up to 5 and some to 10</p> <p>Match subtraction facts with number bonds</p>

	<p>Show how numbers to 10 are made up using different models e.g. part whole, ten frame</p> <p>Verbally count beyond 20 (recognising the pattern of the counting system)</p> <p>Show patterns in numbers to 10</p> <p>Talk about odd and even numbers</p> <p>Say double facts</p> <p>Share equally</p> <p>Name a pattern e.g. ABAB, ABB &amp; ABBC</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills e.g. magnetic tiles, tangrams, blocks</p>
<p>Understanding the World</p>	<p><b>Growth (ongoing throughout term)</b></p> <p><b>Seasons</b></p> <p><b>Space</b></p> <p>Planets</p> <p>The Moon</p> <p>Rockets</p> <p>Neil Armstrong</p> <p><b>Under the Sea</b></p> <p>Sea creatures and habitats</p> <p>Food chains</p> <p>Fantasy</p> <p><b>Brief outline of learning objectives this term are:</b></p> <p>Talk about historical figures</p> <p>Talk about the past using books and stories talking about the characters, settings and events</p> <p>Explore the natural world</p> <p>Make observations of animals and plants</p> <p>Contrast the natural world with different environments</p> <p>Talk about real maps, globes, classroom maps, etc</p>

	Talk about what is the same and different in life in this country and life in other countries
Expressive Arts and Design	<p>Use imagination in role play and small world activities</p> <p>Create sound patterns with musical instruments</p> <p>Explore fantasy creatures</p> <p>Explore colours and experiment with different media- applying skills that have been taught</p> <p><b>Brief outline of learning objectives for this term are:</b></p> <p>Children explain what they have made</p> <p>Children talk about how they made something</p> <p>Use experiences and learnt stories to develop story lines</p> <p>Understand emotion through music and identify if music is happy, scary, or sad</p>
RE	<p><b>Good News</b></p> <p>Children will understand that everyone has Good News to share</p> <p>Children will learn about Pentecost: the celebration of the Good News of Jesus</p> <p>Children will acquire the skills of assimilation, celebration and application of the above</p> <p><b>Friends</b></p> <p>Children will understand that we can make friends</p> <p>Children will learn that Jesus had good friends and what Jesus tells us about friendship</p> <p>Children will acquire the skills of assimilation, celebration and application of the above</p> <p><b>Our World</b></p> <p>Children will understand what we love and wonder about our world</p> <p>Children will learn that God gave us this wonderful world</p> <p>Children will acquire the skills of assimilation, celebration and application of the above</p> <p><b>Islam</b></p>

RSE

**EYFS Module Three:** Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good

**Unit 1 – Religious Understanding** introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.

**Unit 2 – Living in the Wider World** helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.

PSHE

Mental Health Awareness Week

See also Personal, Social and Emotional Development section