

Reception - Plants - Medium Term Planning - Summer 1 (2023-2024)

Week	PSED	Communication & Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts & Design	Outdoor Learning	COETL
1 8.4.2 4	Form positive attachments to adults and friendships with peers (ELG) Playing with peers in the new role play area	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 (ELG) Talk about what the child did in the Easter holidays and share	Use a range of small tools, including scissors, paintbrushes and cutlery (ELG) Paint a flower and then cut out once dried.	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) (ELG) Write recognizable letters, most of which are correctly formed (ELG) Challenge : Spell words by identifying sounds in them	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books	*White Rose. Spring Phase 6- Building 9 and 10. 3D SHAPE* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG) Learn about what plants need to grow and live.	Sing a range of well-known nursery rhymes and songs (ELG) Shropshire Music Services.	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 (ELG) What plants	Creating and Thinking Critically - Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup Role play area Creating and

		with each other.		<p>and representing the sounds with a letter or letters (ELG) Write a list of different plants and flowers.</p> <p>Read words consistent with their phonic knowledge by sound-blending (ELG) Challenge: Read aloud simple sentences and books</p>	<p>that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognizable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and represent</p>	<p>language: 'sides', 'corners'; 'straight', 'flat', 'round' (3 and 4yr olds) Challenge: Select, rotate and manipulate shapes in order to develop spatial reasoning skills (Reception) Challenge: Compose and decompose shapes so that children recognise a shape can have</p>		<p>and trees are there in our Forest School area? Use a tick list to identify them.</p>	<p>thinking critically- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Colour sorting activity</p>
--	--	------------------	--	--	--	--	--	--	--

			<p>that are consistent with their phonic knowledge, including some common exception words (ELG) Read flower sentences.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisa</p>	<p>ting the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) Letters and Sounds and Bug Club Phonics. RECAP Phase 3, week 3. Teach four consonant digraphs - ch sh th ng.</p>	<p>other shapes within it, just as numbers can (Reception) 3D shape pictures. What 2D shape faces do 3D shapes have? Challenge : Chn to get a 3D shape and describe it's faces using 2D shape names.</p> <p>*White Rose. Spring Phase 6-Building 9</p>				
--	--	--	---	---	--	--	--	--	--

			<p>ble letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge : Write simple phrases and sentences that can be read by others (ELG) Chn to write a</p>	<p>Practise reading and writing captions and sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.</p>	<p>and 10. PATTERN (2)* Extend and create ABAB patterns - stick, leaf, stick, leaf (3 and 4yr olds) Continue, copy and create repeating patterns (Reception) Chn to continue pattern-AAB, ABB Challenge : Chn to continue a more complex pattern-</p>				
--	--	--	--	---	---	--	--	--	--

*sentence
to
describe
what a
plant is
like.*

**AABB,
AABBB**

*White
Rose.
Spring
Phase 6-
Building 9
and 10.
PATTERN
(2)*
Notice
and
correct
an error
in a
repeating
pattern
(3 and
4yr olds)
Continue,
copy and
create
repeating
patterns
(Receptio
n)
**Show chn
a pattern
with
mistake.
What is**

						<i>wrong with the pattern? Show two patterns. What are different about the patterns?</i>				
2 15.4. 24	Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG) Recap on class rules and expectations	Make comments about what they have heard and ask questions to clarify their understanding (ELG) Chn to bring something in from home for show and tell.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG) Act out the story 'Jasper's Beanstalk' using a range of movement.	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG)	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistently with their phonic knowledge by sound-blending (ELG)	*White Rose. Summer phase 7. To 20 and Beyond. BUILDING NUMBER 5 BEYOND 10* Count beyond ten (Reception) Challenge: Verbally	*Forest School Activity* Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) Can we find anything growing in the Forest School area?	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG) Shropshire Music Service - Tuesday AM	*UW Activity*	Active Learning- Review their progress as they try to achieve a goal. Check how well they are doing Puzzles Active Learning- Use a range of strategies to

				<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge : Write simple phrases and sentences that can be read by others (ELG) Chn to write what a plant needs in order to stay alive.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognizable letters, most of which are correctly formed (ELG) Spell words by</p>	<p>count beyond 20, recognizing the pattern of the counting system (ELG) Chn to count objects up to 20. Challenge : Chn to count objects beyond 20. Chn to count objects up to 20. Challenge : Chn to count</p>				<p>reach a goal they have set themselves Who can make the tallest tower? Chn to have a choice of construction resources to use</p>
--	--	--	--	---	---	---	--	--	--	--

			<p>Challenge : chn to write this information in a sentence.</p> <p>Chn to recite and write about a chosen day from the story 'Jasper's Beanstalk'. E.g. 'On Monday Jasper found a bean (and on Tuesday he planted it.)</p> <p>Challenge - to add 'and' following</p>	<p>identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p>Letters and Sounds and Bug Club Phonics.</p> <p>RECAP Phase 3, week 3.</p> <p>Teach</p>	<p>objects beyond 20.</p>				
--	--	--	---	---	----------------------------------	--	--	--	--

				another day.	four consonant digraphs - ch sh th ng. Practise reading and writing captions and sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.					
3 22.4. 24	Show an understanding of their own feelings and those of others, and begin to	Listen attentively and respond to what they hear with relevant	Move energetically, such as running, jumping, dancing,	Use and understand recently introduced vocabulary	Say a sound for each letter in the alphabet and at	*White Rose. Summer phase 7. To 20 and Beyond.	Know some similarities and differences between things in the past and now, drawing on their	Share their creations, explaining the process they have used (ELG)	Make use of props and materials when role playing characters	Playing and Exploring -Make independent choices.

	<p>regulate their behaviour accordingly (ELG)</p> <p>Twinkl Jack and the Beanstalk Hook Letter is a good way of introducing and discussing the emotions felt by the giant and Jack. Children can talk about how they are feeling and how Jack could say he was sorry.</p>	<p>questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</p> <p>Read Jack and the Beanstalk story to chn.</p>	<p>hopping, skipping and climbing (ELG)</p> <p>Act out the story of Jack and the Beanstalk using a range of movements.</p>	<p>y during discussions about stories, non-fiction, rhymes and poems and during role play (ELG)</p> <p>While reading the story, encourage the children to use talk to solve problems that Jack may find himself in. For example, 'What should</p>	<p>least 10 digraphs (ELG)</p> <p>Read words consistent with their phonic knowledge by sound-blending (ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exceptions</p>	<p>BUILDING NUMBER 5 BEYOND 10*</p> <p>Count beyond ten (Reception)</p> <p>Challenge: Verbally count beyond 20, recognising the pattern of the counting system (ELG)</p> <p>Chn to represent numbers 11-20 on two 10 frames. E.g to</p>	<p>experiences and what has been read in class (ELG)</p> <p>Linked to Jack and the Beanstalk discuss how people did use to live in castles/manor houses and why.</p>	<p>Make the giant's castle or Jack's house using various construction resources of choice. Share with group and explain what they have done and how.</p>	<p>rs in narratives and stories (ELG)</p> <p>Make an outside shelter for Jack to hide in and chn to role play</p>	<p>Do things independently that they have been previously taught</p> <p>Create a farm animal using creative resources.</p> <p>Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into</p>
--	--	---	---	--	--	---	---	---	--	--

			<p>Jack do? How can he escape the giant?', 'What should Jack do when he reaches the bottom of the beanstalk?'</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p> <p>Write recognisable letters,</p>	<p>n words (ELG)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentence</p>	<p>show that 11 is 10 and 1 more.</p> <p>Give children a number 11-20 represented using numerals. Children to match numeral to quantity.</p> <p>*White Rose. Summer phase 7. To 20 and Beyond. COUNTING PATTERNS BEYOND 10*</p>			<p>a slot, they try another piece to see if it will fit</p> <p>Tweezers and marble putting into different containers, ice cube trays, tees.</p>
--	--	--	---	---	---	--	--	--

			<p>most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge : Write simple phrases and sentences that can be read by others (ELG) With picture prompts from the</p>	<p>s that can be read by others (ELG) Letters and Sounds and Bug Club Phonics. RECAP Phase 3, week 3. Teach four consonant digraphs - ch sh th ng. Practise reading and writing captions and sentences. Practise reading two-</p>	<p>Count beyond ten (Reception) Challenge: Verbally count beyond 20, recognising the pattern of the counting system (ELG) Provide a number line. Chn to order number cards showing number of objects and numerals 11-20.</p>				
--	--	--	--	---	---	--	--	--	--

				<p><i>story Jack and the Beanstalk chn to write a sentence to match.</i></p> <p><i>Write a character speech bubble.</i></p>	<p><i>syllable words. RECAP all phase 3 tricky words.</i></p>	<p><i>Challenge : Take a number card/s away and chn to identify the missing card/s. How do they know?</i></p>				
<p>4 29.4. 24</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG) Share Twinkl 'I Am Feeling... Angry'</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others (ELG) Play a parachute game to</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic</p>	<p>*White Rose. Summer phase 7. To 20 and Beyond. COUNTING PATTERNS BEYOND 10* Count beyond ten</p>	<p>*Forest School Activity* Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) Plant carrots, potatoes, tomatoes, cress, sunflowers and</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG) Shropshire Music Service</p>	<p>*See UW Activity.*</p>	<p>Active Learning- Review their progress as they try to achieve a goal. Check how well they are doing Puzzles</p>

	<p>PowerPoint. Reflect on our own experiences and how we can calm ourselves down. What advice can they give the giant?</p>	<p>appropriate (ELG) Act out story map of Jack and the Beanstalk</p>	<p>encourage children to work together. One of the children will act as 'Jack' and go under the parachute. Another child (the giant) goes on top of the parachute. The giant must try to find Jack while the rest of the group try to hide him</p>	<p>recently introduced vocabulary (ELG) Challenge : Write simple phrases and sentences that can be read by others (ELG) Show children Jack and the Beanstalk story map. Encourage children to act it out in small groups. Challenge : Children to choose part of the story</p>	<p>knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correct</p>	<p>(Reception) Challenge: Verbally count beyond 20, recognising the pattern of the counting system (ELG) '1 count, you count' game up to or beyond 20 in two groups. 1, 2, 3, 4.....5, 6.....7, 8, 9, 10, 11, 12, 13, 14 etc Challenge: Verbally count</p>	<p>flowers in the outdoor area.</p>			<p>Active Learning- Use a range of strategies to reach a goal they have set themselves Who can make the tallest tower? Children to have a choice of construction resources to use</p>
--	---	--	--	--	---	--	--	--	--	--

			<p>by shaking the parachute</p>	<p>and write a sentence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and</p>	<p>y formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p>Letters and Sounds and Bug Club</p>	<p>beyond 20.</p> <p>*White Rose. Summer phase 8. First, Then, Now. ADDING MORE*</p> <p>Subitise (recognise quantities without counting) up to 5 (ELG)</p> <p>Challenge: Compare quantities up to 10 in different contexts, recognising when one quantity is greater</p>			
--	--	--	---------------------------------	---	--	--	--	--	--

			<p>representing the sounds with a letter or letters (ELG) Challenge : Write simple phrases and sentences that can be read by others (ELG) <i>Chn to write a letter from Jack to the giant to apologise</i></p>	<p>Phonics. RECAP Phase 3, week 3. Teach four consonant digraphs - ch sh th ng. Practise reading and writing captions and sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.</p>	<p>than, less than or the same as the other quantity (ELG) Read Mr Grumpy's Outing and show powerpoint resource of adding more and using substituting to help. Model adding more on to a 10 frame. Tell chn number story for them to represent on 10 frame</p>				
--	--	--	--	--	---	--	--	--	--

						using double sided counters. "There were 4 animals in the boat and 3 more joined. How many in the boat now?"				
5 6.5.2 4	May Bank Holiday	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)	Demonstrate strength, balance and coordination when playing (ELG) Using large equipment, such as	Read words consistently with their phonic knowledge by sound-blending (ELG) Challenge: Read aloud	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistently with	*White Rose. Summer phase 8. First, Then, Now. ADDING MORE* Subitise (recognise quantities	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG) Order life cycle of a bean plant pictures and discuss.	*Forest School Activity* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)	*See EAD Activity*	Playing and Exploring - Reach for and accept objects. Make choices and explore different resources and

		<p><i>What do you think might happen next in the story of Jack and the Beanstalk?</i></p>	<p><i>benches, climbing wall bars, tunnels and A-frame climbing frames, encourage the children to imagine they are climbing a large beanstalk. When children are ready, can they challenge themselves to climb a little higher?</i></p>	<p>simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) <i>Chn to read phase 3 sentences linked to Jack and the Beanstalk.</i> Challenge : <i>Chn to read phase 4 sentences</i></p>	<p>their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which</p>	<p>without counting) up to 5 (ELG) Challenge: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) Read Mouse Count. <i>Chn to then make own number stories linked to</i></p>		<p><i>Make natural headbands.</i></p>	<p>materials</p> <p>Loose parts</p> <p>Creating and thinking critically- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Pictures of different uniforms and objects. Match together</p>
--	--	---	---	---	--	--	--	---------------------------------------	---

				<p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Challenge : Spell words by identifying sounds in them and representing the sounds with a</p>	<p>are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p>Letters and Sounds</p>	<p><i>focus story, using 10 frames.</i></p> <p><i>"There were 5 mince in the jar and 5 more joined. 5 add 5 equals 10"</i></p> <p>*White Rose. Summer phase 8. First, Then, Now. ADDING MORE*</p> <p>Have a deep understanding of number to 10, including the</p>					<p>. Which 'person who helps us' do they belong to?</p>
--	--	--	--	---	---	---	--	--	--	--	---

			<p>letter or letters (ELG) <i>Look at non-fiction texts and information about growing a beanstalk, such as Twinkl Bean Life Cycle PowerPoint. Explain new vocabulary, such as root, shoot and seedling. Chn to label different parts of plant.</i></p>	<p><i>and Bug Club Phonics. RECAP Phase 3, week 3. Teach four consonant digraphs - ch sh th ng. Practise reading and writing captions and sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.</i></p>	<p>composition of each number (ELG) Challenge: 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 (ELG) <i>Show 'first</i></p>				
--	--	--	--	---	---	--	--	--	--

Spell words by identifying the sounds and then writing the sound with letter/s (Reception)
Write recognisable letters, most of which are correctly formed (ELG)
Spell words by identifying sounds in them and representing the sounds with a letter or

*then now' powerpoint to chn. Then ask chn to put said number of counters on 10 frame. We need to make 8. How many more do we need to add to say 3 to make 10? 5. So 3 add 5 equals 8. Challenge : Recall number bonds to 10 *White Rose. Summer phase 8.*

			letters (ELG) Challenge : Write simple phrases and sentences that can be read by others (ELG) <i>Chn to order the process of seeds growing. Fill in gaps sheet?</i>		First, Then, Now. TAKE AWAY* Compare quantities up to 10 in different contexts, recognisin g when one quantity is greater than, less than or the same as the other quantity (ELG) Challenge: Subitise (recognis e quantities without				
--	--	--	---	--	--	--	--	--	--

						counting) up to 5 (ELG) <i>Show 'taking away 1' powerpoint. Chn to then represent taking away of objects on a 10 frame. Chn to subitise answer. Challenge : to subitise answer</i>				
6 13.5. 24	Work and play cooperatively and take turns with others. (ELG).	Participate in small group, class and one-to-one discussions , offering their own		Spell words by identifyng the sounds and then writing the sound		*White Rose. Summer phase 8. First, Then, Now.	Understand some important processes and changes in the natural world around them, including the seasons and	Safely use and explore a variety of materia	*See UW Activity *	

	<p>Water plants.</p>	<p>ideas, using recently introduced vocabulary. (ELG) <i>Children to discuss how to grow and care for a plant. This could be recorded and 'sent' to another class to watch.</i></p>		<p>with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge : Write simple phrases and sentences</p>		<p>TAKE AWAY* Subitise (recognise quantities without counting) up to 5 (ELG) Challenge: Have a deep understanding of number to 10, including the composition of each number (ELG) Show children a set of objects. Children to subitise</p>	<p>changing states of matter. (ELG) Explore the outdoor area and compare the different rates of growth in the plants and trees.</p>	<p>ls, tools and techniques, experimenting with colour, design, texture, form and function. Create a picture of a flower or plant using natural materials.</p>		
--	-----------------------------	--	--	--	--	---	---	--	--	--

			<p>that can be read by others (ELG)</p> <p>Chn to write a list of the equipment needed to plant seeds.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p> <p>Write recognisable letters, most of</p>		<p>how many there are. Chn to close eyes and adult to put some of the objects under a cloth. Chn to subitse how many are left. How many must be under the cloth? Challenge : To recall how many and show understanding of composition of number</p>				
--	--	--	--	--	--	--	--	--	--

which are correctly formed (ELG)
Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)
Challenge : Write simple phrases and sentences that can be read by others (ELG)
Chn to write instructions on

up to 10.
Show 'taking away unknown then' powerpoint. Play game with beans where chn pick a number card and count out write amount of beans to match. Another chn takes some away and hides in their hand. How many have they

				how to plant seeds.		taken away?				
7 20.5. 24	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG). Fruit and Vegetable tasting.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Tell children an animal/plant and child to discuss it's life	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. (ELG). Letter formation practise	Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge : Write simple phrases and sentences		*White Rose. Summer phase 8. First, Then, Now. TAKE AWAY* Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in	Share their creations, explaining the process they have used. (ELG). Natural dye paintings, berries, coffee etc.	*See EAD activity*	

		<i>cycle with others</i>		that can be read by others (ELG) BIG WRITE - write about what happens in the enormous turnip. (2 days.)		quantity (ELG) Challenge: Subitise (recognise quantities without counting) up to 5 (ELG) Show 'pass it on' powerpoint. Chn to then play the game in pairs and subitise the changing totals each time from both adding and taking	class. Compare plants growing in different areas e.g. green house, indoors and in the planters.			
--	--	--------------------------	--	---	--	---	---	--	--	--

						<p>away. Discuss who have more/few er after each roll of the dice Challenge : to subitise how many they have after each roll of the dice. *White Rose. Summer phase 9. Find my pattern. DOUBLI NG * Automati cally recall (without reference</p>				
--	--	--	--	--	--	---	--	--	--	--

						to rhymes, counting or other aids) number bonds up to 5 (including subtrac- tion facts) and some number bonds to 10, including double facts (ELG) Challenge: Explore and represent patterns within numbers up to 10, including evens and odds,				
--	--	--	--	--	--	---	--	--	--	--

						<p>double facts and how quantities can be distributed equally (ELG) <i>Show children some objects up to 5. Model doubling. Children to double objects using range of resources - Numicon, 10 frames etc.</i> <i>Challenge: Recall doubling facts</i></p>				
--	--	--	--	--	--	--	--	--	--	--

						<p><i>Show 'doubling dice game' Chn to play doubling dice games with a partner. Challenge : Recall doubling facts</i></p>				
--	--	--	--	--	--	---	--	--	--	--

Reception - The World - Medium Term Planning - Summer 2 (2023-2024)

Week	PSED	Communication & Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts & Design	Outdoor Learning	COETL
1 3.6.2 4	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 (ELG) Show chn powerpoint	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG) Discuss whether anyone did anything in the half term holiday and where they went.	Use a range of small tools, including scissors, paintbrushes and cutlery (ELG) 2d shape cut landmark cut outs - find them on the globe.	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud	White Rose. Summer phase 9. Find my pattern. SHARING AND GROUPING * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) Explore and represent patterns within numbers up to 10, including	Talk about the lives of the people around them and their roles in society (ELG) Show chn all around the world powerpoint. Write an e-mail to Mrs Jones' Son in Australia.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) Flag collages.	Share their creations, explaining the processes they have used (ELG) Make a Forest School crown using paper, masking paper and natural materials	Active Learning- Use a range of strategies to reach a goal they set themselves Construction resources to make hospital, school, police station etc. Active Learning- Begin to correct their

	<p><i>t of languages from around the world. Chn discuss different languages in the classroom and learn ways to say hello in some of the languages.</i></p>			<p>in them and representing the sounds with a letter or letters (ELG) Challenge : Write simple phrases and sentences that can be read by others (ELG) Write a sentence of places visited/would like to visit.</p> <p>Imagine you are on holiday (choose</p>	<p>simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognizable letters, most of which are correctly formed (ELG) Spell words by identifying</p>	<p>evens and odds, double facts and how quantities can be distributed equally (ELG) Show 'sharing' powerpoint with chn. Chn to then have a go at sharing equal amounts of objects between two. Challenge: Reason why an odd number of objects cannot be shared equally</p> <p>Have a teddy bear's picnic. Chn to bring in two teddies and some food which can be shared between the teddies.</p>				<p>mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Coloured bears to put in the correct order on the sheets.</p>
--	--	--	--	---	--	---	--	--	--	---

				<p><i>from images to support), write a postcard back home.</i></p>	<p>ng sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) <i>Letters and Sounds and Bug Club Phonics. Phase 4- week 1.</i></p>	<p>Challenge: <i>Reason why an odd number of objects cannot be shared equally.</i></p>				
--	--	--	--	--	--	---	--	--	--	--

Teach and practise reading and spelling of CVCC words. Reading and writing sentence containing words and tricky words. Teach tricky words for reading-said, so. Teach tricky words for spelling he, she, we, me, be.

<p>2 10.6. 24</p>	<p>Work and play cooperatively and take turns with others (ELG) <i>In small groups play matching pairs game with flags from around the world.</i></p>	<p>Make comments about what they have heard and ask questions to clarify their understanding (ELG) <i>Look at photos of homes around the world. Chn to discuss and ask appropriate questions.</i></p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others (ELG) <i>Parachute games.</i></p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic</p>	<p>*White Rose. Summer phase 9. Find my pattern. SHARING AND GROUPING * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG) <i>Discuss where children live. Do we live in the same place? Are all our houses the same? Which part of Craven Arms do people live in?</i></p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) <i>Father's Day cards</i></p>	<p>Creating and Thinking Critically - Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. <i>Indoor and outdoor role play areas to be set up.</i></p>
---------------------------	--	--	--	---	---	---	--	--	--

				<p>letter or letters (ELG) Father's Day cards</p> <p>Show children photos of different countries . Children to write a list of different countries</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p>	<p>knowledge, including some common exception words (ELG) Write recognizable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p>	<p>Children to share quantities of objects between more than 2. Have 8 objects and share between 2. If you now share between 4 will they have more or less? Challenge: Reason why an odd number of objects cannot be shared equally. *White Rose. Summer phase 9. Find my pattern. EVEN AND ODD * Have a deep understanding of number to 10, including the composition of each number (ELG)</p>			<p>Active Learning- Keep on trying when things are difficult.</p> <p>Children to set up the water guttering to transport water from one end to the other.</p>
--	--	--	--	---	---	---	--	--	--

				<p>Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge : Write simple phrases and sentences that can be read by</p>	<p>Write simple phrases and sentences that can be read by others (ELG) Letters and Sounds and Bug Club Phonics. Phase 4- week 2. Teach and practise reading and spelling of CCVC words. Reading and writing sentence containin</p>	<p>Challenge: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG) <i>Put chn in pairs. Are there any chn left out? Think about even and odd numbers. Then chn to place objects in pairs. Was it an even number or an odd number of objects? Were there any left over?</i></p>				
--	--	--	--	---	--	---	--	--	--	--

				<p>others (ELG) <i>Look at different travel. Write how people travel around the world.</i></p>	<p><i>g words and tricky words. Teach tricky words for reading- have, like, some, come. Teach tricky words for spelling was, you</i></p>	<p><i>Making even and odd numbers on the 10 frame. Make the number 7. Is it even or odd? How do you know?</i></p>			
<p>3 17.6. 24</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understand</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG) Follow the leader</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistently</p>	<p>Visualise, map & build.</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) Use junk modelling to</p>	<p>Playing and exploring - Bring their own interests and fascinations into early year settings. This</p>

	<p>ding the importance of healthy food choices (ELG) <i>Linked to a healthy diet try a range of food from around the world.</i></p>	<p>rhymes and poems when appropriate (ELG) Read <i>'Around the world with Max and Lemon'</i> Twinkl <i>story to chn.</i></p>	<p>Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge : Write simple phrases and sentences that can be read by</p>	<p>nt with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of</p>		<p>texts and (when appropriate) maps (ELG) Look at 'the world, UK and Europe map' powerpoint from Twinkl. Discuss different countries.</p>	<p>make a famous building/landmark from around the world.</p>	<p>helps them to develop their learning. <i>Porridge oats and milk/water.</i> <i>Mixing different quantities together . How does more/less liquid change the porridge.</i></p> <p>Creating and thinking critically - Sort materials . For example,</p>
--	--	--	---	--	--	--	--	--

				<p>others (ELG)</p> <p>'Around the world with Max and Lemon' write postcard frames.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p> <p>Write recognisable letters, most of which are correctly</p>	<p>which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p>Letters and Sounds</p>					<p>at tidy-up time, children know how to put different construction materials in separate baskets</p> <p>Sort the different objects from 'Goldilocks and the three bears' into who they belong to, thinking about size and even objects</p>
--	--	--	--	---	---	--	--	--	--	--

				<p>formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) <i>Write a list of clothes Max and Lemon would need to pack to go on holiday.</i></p>	<p>and Bug Club Phonics. Phase 4- week 3. Teach and practise reading and spelling of words containing adjacent consonants. Reading and writing sentence containing words and tricky words. Teach tricky words for reading-</p>					<p><i>which are in the story which can't be included.</i></p>
--	--	--	--	--	---	--	--	--	--	---

					were, there, little, one. Teach tricky words for spelling they, all, are.				
4 24.6. 24	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG) Work together is small	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 (ELG)	Use a range of small tools, including scissors, paintbrushes and cutlery (ELG) Chn to cut out and make Handa's Surprise character lollipop puppets	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-	Visualise, build and map.	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 (ELG) Look at 'EYFS Africa' powerpoint and compare our lives to those	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Bark rubbing pictures of the world.	Playing and exploring - Plan and think ahead about how they will explore or play with objects Stacking cups Playing and exploring - Reach

	<i>groups to sequence pictures from Handa's Surprise</i>	<i>Read Handa's Surprise story to the class</i>		<p>formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge : Write simple phrases and sentences that can be read by others (ELG) Write part of story- Handa's Surprise</p>	<p>blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognizable letters, most of which are correctly formed (ELG)</p>		<i>people living in Africa.</i>			<p>for and accept objects. Make choices and explore different resources and materials</p> <p>Explore and play with slime</p>
--	--	---	--	--	---	--	---------------------------------	--	--	---

				<p><i>Write sentences linked to Handa's surprise but change it e.g the crocodile took the kiwi</i></p> <p><i>Write a sentence how Handa's life in Africa compares to their life.</i></p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p><i>Letters and Sounds and Bug Club Phonics. Phase 4- week</i></p>					
--	--	--	--	--	---	--	--	--	--	--

4. Teach and practise reading and spelling of words containing adjacent consonants. Reading and writing sentence containing words and tricky words. Teach tricky words for reading-do, when, out, what. Teach

					<i>tricky words for spelling my, her.</i>					
5 1.7.2 4	Show sensitivity to their own and to others' needs. (ELG). <i>Chn to discuss a special item that they would take on a trip around</i>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions	Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG). <i>Globe collages.</i>	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistently with their phonetic knowledge by sound-blending (ELG) Read aloud simple sentences	Visualise, build and map.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG). <i>Invite the children to become explorers by looking at a</i>	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG) <i>Shropshire Music Services.</i> <i>Provide chn with large paper to make their own 'magic carpet' that will take them anywhere they would like in the world. USE FOLLOWING</i>	Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasingly force to push a puzzle piece into the slot, they try another piece to see if it will fit. <i>Marble run</i>	

	<p><i>d the world. Listen to and respect others' decisions.</i></p>	<p>ons and small group interactions. (ELG)</p> <p><i>Chn listen to the story of the snail and the whale.</i></p>		<p>ng sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Challenge : Write simple phrases and sentences that can be read by others (ELG)</p> <p>BIG WRITE</p> <p>- <i>Recite the story of the snail and the whale.</i></p>	<p>s and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Write recognizable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and</p>		<p>variety of <u>world maps</u>, atlases and globes. Provide magnifying glasses for children to use and invite them to talk abo</p>	<p>WEEK WITH PASSPORTS.</p>		<p>Playing and exploring - Guide their own thinking and actions by actions by talking to themselves while playing. For example, a child doing a jigsaw puzzle might whisper under their breath: "Where does that one go?- I need to</p>
--	---	--	--	---	--	--	---	------------------------------------	--	---

				<p>Day 1 - 1st half of the story.</p> <p>Day 2 - 2nd half.</p>	<p>representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) Letters and Sounds and Bug Club Phonics. Phase 4 RECAP.</p>		<p>ut wha t the y can see.</p>			<p>find the big horse." Summer themed small world area.</p>
<p>6 8.7.2 4</p>	<p>Give focused attention to what the teacher</p>	<p>Express their ideas and feelings about their experience</p>	<p>Hold a pencil effectively in preparation</p>	<p>Spell words by identifying the sounds and then</p>	<p>Say a sound for each letter in the alphabet</p>	<p>Make Connections.</p>	<p>Know some similarities and differences between different</p>	<p>Safely use and explore a variety</p>		

	<p>says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (ELG). Show chn a teddy and a suitcase. Decide where teddy is going on holiday and help him to pack his suitcase.</p>	<p>s using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG). Chn to add a new destination (using descriptive language) in the story of the snail and the whale and draw the illustrations on the board.</p>	<p>ion 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. (ELG). Provide chn with passport templates to create and decorate their own</p>	<p>writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge : Write simple</p>	<p>and at least 10 digraphs (ELG) Read words consistently with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exceptions</p>		<p>religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG). Look at food labels and find out where the food was grown. Find it on the map and discuss how some food grows in different places due to the different climates.</p>	<p>of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. (ELG). Provide chn with materials to paper-mâché 'volcanoes' from the snail and the whale illustrations.</p>		
--	--	--	---	---	---	--	---	---	--	--

			<p>and add their picture to.</p>	<p>phrases and sentences that can be read by others (ELG) Write about their favourite location in the snail and the whale and give reasoning.</p>	<p>n words (ELG) Write recognizable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that</p>					
--	--	--	---	---	---	--	--	--	--	--

					can be read by others (ELG) <i>Letters and Sounds and Bug Club Phonics. Phase 4 RECAP.</i>					
7 15.7. 24		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	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination		Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-	*White Rose. Summer phase 10. On the move. CONSOLIDATING KEY SKILLS * Subitise (recognise quantities without counting) up to 5 (ELG) Challenge: Automatically recall (without reference to		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG). <i>Chn to use vinegar and baking soda to make their volcanoes 'erupt'.</i>		

		<p>from their teacher. (ELG). <i>Chn to discuss their plans for the summer holidays and how they are feeling about moving into year 1.</i></p>	<p>when playing. (ELG). <i>Chn to use bikes in the playground.</i></p>		<p>blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognizable letters, most of which are correctly formed (ELG)</p>	<p>rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG) Subitising up to 5 and 10. Challenge: Recall number bonds to 5 and 10. Maths competitive game. Questions asked on number bonds to 5 and 10. Doubling facts. Addition/subtraction.</p>				
--	--	---	---	--	---	--	--	--	--	--

					Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) Letters and Sounds and Bug Club Phonics. Phase 4 RECAP.					
--	--	--	--	--	---	--	--	--	--	--

