

# Reception Medium Term Plan-Summer 1 - I believe I can

## Monday 15th April 2024 - Thursday 23rd May 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>PSHE</b> <b>1 Decision</b>  <b>PSED</b>	<b>Our World</b>  Purple is Poorly Blue Explores Road Safety  Identify people who help us in our local community. Respecting the local environment		<b>Change and Transitions</b>  Rainbow's Food Journey Red goes Swimming Pink Goes to School  Managing new experiences Talking on new challenges Building Confidence			<b>Thrive Activities</b>	
<b>Literacy</b>  <b>Communication and Language</b>	<b>Weirdo</b> <ul style="list-style-type: none"> <li>I can share ideas in a small group</li> <li>I can use new vocabulary</li> </ul>	<b>Weirdo</b> <ul style="list-style-type: none"> <li>I can talk about what I think might happen in a story</li> <li>Ask questions questions to find out more and to check they understand what has been said to them</li> </ul>	<b>Weirdo</b> <ul style="list-style-type: none"> <li>I can talk about how a character felt</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Engage in story times.</li> </ul>	<b>Weirdo</b> <ul style="list-style-type: none"> <li>I can talk about what's happened in a story</li> <li>I can retell a story</li> <li>I can share my ideas in a group</li> <li>I can explain my thinking</li> </ul>	<b>Weirdo</b> <ul style="list-style-type: none"> <li>I can listen to others</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail</li> </ul>		
	<b>To be used as stories across the half term</b> Hairy Maclary from Donaldson Dairy The Night Pirates						
<b>Reading</b>	<ul style="list-style-type: none"> <li>Engage in non-fiction books</li> <li>I can read my sentences</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>I can use phonics to help me read</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate understanding when talking with others about what they have read</li> </ul>	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense</li> <li>I can use phonics to help me read</li> </ul>	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense</li> <li>Read a few common exception words matched to the schools phonics programme</li> </ul>		
<b>Writing</b>	<ul style="list-style-type: none"> <li>To spell words by identifying the sound and then writing the sound with letter/letters</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Form lowercase and capital letters correctly</li> <li>I can write command sentences</li> </ul>	<ul style="list-style-type: none"> <li>To use phonic knowledge to write words in ways which match their spoken sounds</li> <li>To spell words by identifying the sound and then writing the sound with letter/letters</li> <li>I can write sentences</li> </ul>	<ul style="list-style-type: none"> <li>To spell words by identifying the sound and then writing the sound with letter/letters</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>To use phonic knowledge to write words in ways which match their spoken sounds</li> </ul>	<ul style="list-style-type: none"> <li>To spell words by identifying the sound and then writing the sound with letter/letters</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>To use phonic knowledge to write words in ways which match their spoken sounds</li> </ul>	<ul style="list-style-type: none"> <li>To write simple sentences which can be read by themselves and others</li> <li>To spell some words correctly and others phonetically plausibly</li> <li>I can write a leaflet</li> </ul>		

<b>Phonics</b>	<b>Phase 4</b>		<b>New tricky words</b>			
	Week 1	short vowels CVCC	said so have like			
	Week 2	short vowels CVCC CCVC	some come love do			
	Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says			
	Week 4	longer words compound words	there when what one			
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today				
<b>Maths</b> <b>White Rose Maths</b>	<b>To 20 and Beyond</b> Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20)	<b>To 20 and Beyond</b> Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns	<b>How many now?</b> Add more How many did I add? Take away How many did I take away?	<b>Manipulate Compose and Decompose</b> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements	<b>Manipulate Compose and Decompose</b> Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	<b>Sharing and Grouping</b> Explore sharing Sharing Explore grouping
	<b>Role play – Animal Shelter</b>					
<b>Expressive Arts and Design</b>  <b>Role play</b>  <b>Using media</b>	Develop storylines in their pretend play Return to and build upon their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills					
	Creating – Junk modelling	Creating – Paintbrush skills	Creating – Playdough	Creating – Joining different materials creating an animal house	Creating – Clay animals	Creating – Scissor skills
Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build upon their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills						
<b>Music</b> <b>Charanga</b> <b>‘Big Bear Funk’</b>	Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place Enjoy playing patterns using a combination of any of the three notes C, D and E. Add pitched notes to the rhythm of the words or phrases in the song. Keep the beat of the song with a pitched note Copy-clap 3 or 4 word phrases from the song					
<b>Understanding the World</b>	<b>Our school grounds</b> Recognise some similarities and differences between life in this country and life in other countries.	<b>Maps</b> Draw information from a simple map. Explore the natural world around them. Recognise some environments that are different to the one in which they live.	<b>Maps of the local area</b> Draw information from a simple map. Understand that some places are special to members of their community	<b>UK Animal habitats</b> Explore the natural world around them Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	<b>UK Animal homes</b> Explore the natural world around them Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	<b>UK Contrasting animal habitats and homes</b> Explore the natural world around them Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

<b>RE</b> <b>What makes every single person unique and precious?</b>	I can remember something that happens in the story of Jesus welcoming the children	I can recognise something a Christian might do to follow the Golden Rule which Jesus taught them	I can recognise why a 'thank you' song to God is important to a Christian	I can talk about something that happens to me now that didn't happen when I was little	I can talk about something interesting in the story of Jesus getting lost	I can talk about what I think is special (or unique) about me
<b>Gross motor skills</b>	To develop rolling a ball to a target. Theme: Beetles	To develop stopping a rolling ball. Theme: Busy Bees	To develop accuracy when throwing to a target. Theme: Ladybirds and Butterflies	To develop bouncing and catching a ball. Theme: Grasshoppers	To develop dribbling a ball with your feet. Theme: Caterpillars	To develop kicking a ball. Theme: Spiders
<b>PE</b> <b>Get set 4 PE Games Unit 1</b>	To work safely and develop running and stopping.	To develop throwing and learn how to keep score.	To be able to play games showing an understanding of the different roles within it.	To follow instructions and move safely when playing tagging games.	To work cooperatively and learn to take turns.	To work with others to play team games.
<b>Fine motor skills</b>	Drawing skills (Observational)	Tweezers	Playdough	Paintbrush skills	Scissor Skills	Threading (Pasta necklaces)
Develop their small motor skills so that they can use a range of tools competently, safely and confidently						