

# Reception Medium Term Plan-Summer 2 - Marvellous Me

Monday 2nd June 2025 - Tuesday 22nd July 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7 Activity week 14th July
<b>PSHE</b> <b>1 Decision</b>  <b>PSED</b>	<b>Thrive Activities</b>		<b>Change and Transitions</b>			<b>Thrive Activities</b>
			Green in moving up a year Orange moves house Yellow wants to play with Orange  Managing new experiences Managing changes at home			
<b>Literacy</b>  <b>Communication and Language</b>	<b>Izzy Gizmo</b> <ul style="list-style-type: none"> <li>To use new words</li> <li>To talk in a small group</li> <li>To sing with my friends</li> <li>To retell part of a story</li> </ul>	<b>Izzy Gizmo</b> <ul style="list-style-type: none"> <li>To sing with my friends</li> <li>To retell part of a story</li> <li>To use the past tense to talk about what has happened</li> </ul>	<b>Izzy Gizmo</b> <ul style="list-style-type: none"> <li>To talk about what I think might happen in a story</li> <li>To retell part of a story</li> </ul>	<b>Izzy Gizmo</b> <ul style="list-style-type: none"> <li>I can talk about a topic and listen to others' ideas</li> <li>I can talk about something I have made and how I have made it</li> </ul>	<b>Izzy Gizmo</b> <ul style="list-style-type: none"> <li>To talk about something I have made and how I made it</li> <li>Learn new vocabulary</li> <li>Use new vocabulary through the day</li> </ul>	
	<b>To be used as stories across the half term</b> So Much Oi! Frog!					
<b>Reading</b>	<ul style="list-style-type: none"> <li>To read own 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>To 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 write simple labels</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>To write sentences</li> <li>To write a letter</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>To use phonic knowledge to write words in ways which match their spoken sounds</li> </ul>	<ul style="list-style-type: none"> <li>To use phonics to help me spell words</li> <li>To write labels</li> <li>To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	

<p align="center"><b>Maths</b> <b>White Rose Maths</b></p>	<p><b>Visualise build and map</b> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions</p>	<p><b>Visualise build and map</b> Visualise from different positions Describe positions Give instructions to build Explore mapping</p>	<p><b>Visualise build and map</b> Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p>	<p><b>Make connections</b> Deepen understanding Patterns and relationships</p>	<p><b>Consolidation</b></p>	<p><b>Consolidation</b></p>
<p><b>Expressive Arts and Design</b></p> <p><b>Role play</b></p> <p><b>Using media</b></p>	<p align="center"><b>Role play – Family house</b></p> <p>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</p>					
	<p>Creating – Junk modelling building a family home.</p>	<p>Creating – Paintbrush skills. painting our animals at home. What makes a good pet?</p>	<p>Creating – Playdough faces.</p>	<p>Creating – using fabric to design a home.</p>	<p>Creating – Clay people</p>	<p>Creating – Scissor skills. Paper chain families</p>
<p><b>Music</b> <b>Charanga</b> <b>‘Reflect, Rewind and Replay’</b></p>	<p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>					
<p><b>Understanding the World</b></p>	<p><b>Who lives in my house</b> Talk about members of their immediate family and community</p>	<p><b>Changes in the environment</b> Understand the effect of changing seasons on the natural world around them</p>	<p><b>Who are my family - extended</b> Name and describe people who are familiar to them. Talk about members of their immediate family and community</p>	<p><b>How I have changed -what skills do I now have</b> See themselves as a valuable individual.</p>	<p><b>People that are important to me</b> Name and describe people who are familiar to them. Talk about members of their immediate family and community</p>	<p><b>Maps that include places that are special to me</b> Draw information from a simple map. Understand that some places are special to members of their community.</p>
<p><b>RE</b> <b>How can we help others when they need it?</b></p>	<p>I can remember how the traveller in the Good Samaritan story was saved or rescued</p>	<p>I can recognise some images of a Christian praying and identify this as part of their religion</p>	<p>I can recognise the important Christian parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem</p>	<p>I can talk about things that happened when I needed help, or how I helped someone</p>	<p>I can talk about something interesting in a story where someone needed help</p>	<p>I can talk about someone who is special because they help me when I need help</p>

<b>Gross motor skills</b>	To create short sequences using shapes, balances and travelling actions.	To develop balancing and safely using apparatus.	To develop jumping and landing safely from a height.	To develop rocking and rolling.	To create sequences	To explore travelling around, over and through
<b>PE Get set 4 PE Games Unit 2</b>	To aim when throwing and practise keeping score.	To follow instructions and move safely when play tagging games.	To learn to play against a partner.	To develop coordination and play by the rules.	To explore striking a ball and keeping score.	To work cooperatively as a team.
<b>Fine motor skills</b>	Drawing skills (self portrait)	Tweezers (spaghetti hair)	Playdough (face templates to create features)	Paintbrush skills (cardboard body parts to paint and form one whole person)	Scissor Skills (Cutting wool - stick to	Threading (needle and thread around face template)
Develop their small motor skills so that they can use a range of tools competently, safely and confidently						