



Reception Medium Term Plan Summer 1 2024 – Animals

	Week 1 W/B 15.4.24	Week 2 W/B 22.4.24	Week 3 W/B 29.4.24	Week 4 W/B 6.5.24	Week 5 W/B 13.5.24	Week 6 W/B 20.4.24
Events / Info		Earth Day 22.4.24 St Georges Day 23.4.24 World Penguin Day 25.4.24 Lions Class Assembly 23.04.24	Passover ends 30.4.24 Tigers Class Assembly 30.04.24	Sun awareness week Leopards Class Assembly 7.05.24	Mental Health Awareness week Trip to Hertfordshire Zoo 15.04.24 Jaguars Class Assembly 14.05.24	Walk to school Week (National) World turtle day 23.5.24
Focus Book	Don't touch that flower!	Brown bear, brown bear what do you see?	Handa's Surprise	Dear Zoo		Monkey Puzzle
Communication and Language	<p>To listen for longer periods of time and in different situations.</p> <p>To use question starters - 'what', 'where' and 'why'.</p> <p>To understand more complicated language such as 'first', 'last', 'might', 'may be', 'above' and 'in between'.</p> <p>To think more about the meanings of words.</p> <p>To understand adjectives such as soft, hard, smooth etc.</p>					
PSED	<p>To feel confident about coming up with their own ideas making links with previous ideas.</p> <p>To use a range of strategies to reach a goal they have set themselves.</p> <p>To begin to correct their mistakes themselves.</p> <p>To keep on trying when things are difficult.</p> <p>To identify their own basic emotions and moderate their own feelings socially and emotionally.</p>					

Jigsaw Relationships	My Family and Me! I can identify some of the jobs I do in my family and how I feel like I belong	Make friends, make friends, never ever break friends! I know how to make friends to stop myself from feeling lonely	Make friends, make friends, never ever break friends! I can think of ways to solve problems and stay friends	Falling Out and Bullying I am starting to understand the impact of unkind words	Falling Out and Bullying I can use Calm Me time to manage my feelings	Being the best friends we can be I know how to be a good friend
Physical Development	To revise and refine the fundamental movement skills they have already required: Rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. To use their core muscles strength to achieve a good posture when sitting at a table or sitting on the floor. To begin to combine different movements with ease and fluency To use scissors to cut out shapes. To be more accurate at writing letters including ones that require retracing.					
PE Dance	Lesson 1 Theme: at the seaside To copy, repeat and explore actions in response to a theme	Lesson 2 Theme: under the sea To explore and remember actions considering level, shape and direction.	Lesson 3 Theme: at the fireworks display To explore movement using a prop with control and co-ordination	Lesson 4 Theme: at the fireworks display To move with control and co-ordination, expressing ideas through movement.	Lesson 5 Theme: at the farm To remember and repeat actions moving in time with the music	Lesson 6 Theme: at the farm To explore actions in response to a theme and begin to use counts
Literacy	To have a developing visual perception demonstrated by writing in the right place, recalling letters. To write captions and early sentences which clearly have spaces between words. To be able to Fred talk in their head and read the word. To track the text they are reading. To read appropriately matched decodable texts To identify non-fiction books and choose ones they might need to find out a particular fact. To know, non-fiction books have a content page and we don't need to read it in order					
Maths	To count from different numbers. To know number names extending to larger numbers, including crossing boundaries 19/20 and 29/30. To count things that cannot be seen and things that cannot be moved. To explain unfair sharing. To see small numbers within a larger collection (whole/part model). To know which pair of numbers make 5 and some for 10. To explore doubling and understand what it means.					

To understand a number can be partitioned in to more than two groups such as 10 toys and 3 shelves.
 To count confidently to 20 but have experience of counting higher.
 To have confidence explaining their thinking and reasoning when comparing numbers up to ten and use words such as more, less, fewer and the same.
 To begin to use specific shape language in everyday situations - may include: curvedness, numbers of sides and corners (2D) or edges, faces and vertices (3D), equal sides, parallel sides, angle size, including right angles, 2D shapes as faces of 3D shapes.

White Rose Hub Maths

To 20 and beyond

- Build numbers beyond 10 (10-13)
- Continue patterns beyond 10 (10-13)
- Build numbers beyond 10 (14-20)

To 20 and beyond

- Continue patterns beyond 10 (14-20)
- Verbal counting beyond 20
- Verbal counting patterns

How many now?

- Add more
- How many did I add?
- Take away
- How many did I take away?

Manipulate, compose and decompose

- Select shapes for a purpose
- Rotate shapes
- Manipulate shapes
- Explain shape arrangements

Manipulate, compose and decompose

- Decompose shapes
 - Copy 2D shape pictures
- Find 2D shapes within 3D shapes

Sharing and grouping

- Explore sharing
- Sharing
- Explore grouping

Understanding the World

Computing

To understand the purpose of and experiment with hardware such as cameras, computers, iPad, voice recorders etc

The Natural World (Science/ Geography)

To be able to talk about some contrasting countries they see on videos, in photos, places they have visited and in stories.

Past and Present (History)

To continue to developing their concept of the past by looking at things of the past related to stories they have read this could be character, object or event

People Culture and Communities (R.E.)

To recognise that people have different beliefs and celebrate special times in different ways

Expressive Art and Design
(Art and Design, Music)

To have repeated experiences at the making area.
To think about what they are creating and how they want it to look e.g. "I'm making a car; it has four wheels."
To be able to tell you how they made their creation and what parts do or are for
To choose the colour of paint, paper or material to make a picture, like a piece of green paper for the grass.

Music Lessons
Singing and Playing

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