

Medium Term Plan- All Areas

Reception

Summer Term 1

April 2026

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Potential Themes/ Interests of children	Starting School Autumn / Halloween Family People who help us Teddy bears	Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	Winter/Spring Arctic environments, Ice/Frozen Journeys / The world, Chinese New Year Big School's bird watch, People Who help us within our community (Continued) *Ongoing interests as they arise within the half term*	Growing up - babies, generations Health inc. oral health Spring Easter	Life Cycles - butterflies, Plants- beans, sunflower Outdoors Gardening People who help us	Summer Hot environments Rock pools Mermaids / Pirates Seaside
Possible Celebrations & Experiences	Starting School, Halloween, Autumn, Black History Month, Fire service visit	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day Place2Be MHD Toothbrushing Scheme Weekly Enrichment Activities chosen by the children <u>Trip- Imagine That</u>	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter, Real chicks in EYFS	International Museum Day, World Biscuit Day, World Food Safety day Sun/water safety Our local area walk- how to stay safe on near the roads- map work link	Father's Day , Sports Day, Transition, Assessment

PD

Medium Term Plan

Reception

Summer Term 1

Physical Development

Intent Vocabulary Implementation

Development Matters (2021) Guidance

Summer Term 1: Children will combine different movements with ease and fluency.
 Dance, move, movement, star shape, pike, straddle, tuck, levels, low, standing, tall.
 P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.

General yearly Physical Development progression

- Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport.
 - Children will develop their fine motor skills to use a range of tools safely and confidently.
 - Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon.
 - Children will develop a good posture when sitting at a table (classroom and dinner times)
 - Develop a good pencil grip ready for Year 1 writing expectations.

Fine Motor development

Gross Motor Development

On-going Assessment of Development of Fine Motor- Pencil Grip and Control (See separate Document)

Confidently using scissors and small tools.
 Beginning to use a tripod grip to draw and write accurately.
 Scissors, small tools, tripod, fingers, draw, pencils.
 Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.

Using equipment safely with consideration to others.
 Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.
 Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing.
 Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.

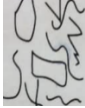
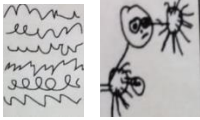
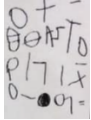
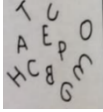
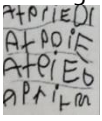
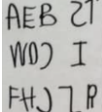
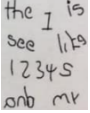
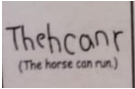
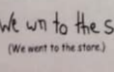
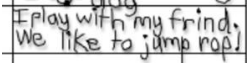
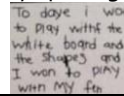
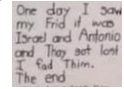
Fine Motor – Pencil Grip and Control Development

FISTED GRIP	DIGITAL PRONATE GRIP	HIGH INDEX	4 FINGER GRIP	HOOKEW WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPPOD	DYNAMIC TRIPPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS			
Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadrupod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.						Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.			

Development of Handwriting
 Intent
 Vocabulary
 Implementation

Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words.
 Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations.
 Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces

Typical Writing development across the Reception Year and beyond.

	1. Pre writing		2. Letter strings			3. Early developmental spelling	
Early Steps	<p>I explore making marks, but I do not communicate meaning. Random scribbling.</p> 	<p>I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name</p> 	<p>I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory</p> 	<p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say.</p> 
Developing Writing Words	<p>I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name</p>	<p>I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig</p>	<p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy sbr - strawberry</p>	<p>I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig</p>	<p>I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into</p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.</p>	<p>I write more challenging words with a sound knowledge of Set 2 and 3 phonics. Plausible attempts Set 2/3 HF words Adjacent consonants</p>
Developing Writing Sentences	<p>I can formulate and say a simple sentence for writing.</p>	<p>I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls</p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.</p> 	<p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p> 	<p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p> 	<p>I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p> 	<p>I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.</p> 
Text forms and purposes	<p>I attempt to write simple labels.</p>	<p>I can write simple labels</p>	<p>I can write simple lists.</p>	<p>I can write short captions and messages. I can write lists, greeting cards and menus.</p>	<p>I can write captions I can write instructions. I can write postcards.</p>	<p>I can write simple stories with a beginning, middle and end. I can write a letter.</p>	<p>I can write stories with narratives and storytelling language. I can write at length.</p>

Ongoing Mathematical skills developed throughout the year:

- Linking the number symbol with its cardinal number value.
- Counting beyond ten.
- Comparing numbers.
- Understanding the 'one more/one less than' relationship between consecutive numbers.
- Comparing length, weight, and capacity.
- Select, rotate, and manipulate shapes to develop spatial reasoning skills.
- Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Number and Numerical Patterns

Shape, Space and Measure

To 20 and Beyond: -Build Numbers beyond 10 (10 – 13)
 -Continue patterns beyond 10 (10 -13)

-Build numbers beyond 10 (14 – 20)

How Many Now?

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

***Continue- Number bonds to 10, odd/even**

Manipulate, compose and decompose

- Select shapes for a purpose
- Rotate shapes
- Manipulate shapes
- Explain shape arrangements
- Compose shapes
- Decompose shapes
- Copy 2-D shape pictures
- Find 2-D shapes within 3-D shapes (2 lessons)
- Checkpoints

**Mathematical knowledge
regularly revisited**

Intent
 Vocabulary
 Implementation

Explore the composition of numbers to 10 Subitise (conceptual)
 Automatic recall number bonds 0-10

Number, number names, count, addition, larger, smaller, odd, even, more, less,
 number bonds.

Continue to access mathematical continuous provision – tens frames, numicon,
 using Subitising dot plates and images, number bond songs and using fingers to
 find answers.

C+ L		Medium Term Plan		Reception		Summer Term 1	
		Intent		Vocabulary		Implementation	
Communication + Language							
Ongoing Communication and Language skills developed throughout the year		<ul style="list-style-type: none"> Children will continue to learn new vocabulary and its meaning. Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. <p>Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory</p>					
Listening		Attention		Responding		Understanding	
<p>Children’s listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</p> <p>Carpet time, group work, asking children questions about stories or work they are completing.</p>		<p>Children are developing their attention skills to both listen and continue with an activity.</p> <p>Sitting, listening, joining in, help.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>		<p>Children are developing their attention skills to both listen and continue with an activity.</p> <p>Sitting, listening, joining in, help.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>		<p>Children following clear instructions with 3 parts.</p> <p>Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.</p> <p>Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because.</p> <p>Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.</p>	
		Speaking					
		<p>Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.</p> <p>I think, because, why, when, does, and, because, next, after that, let’s try, feelings, experience, went to, going to, please, thank you,</p> <p>Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings</p>					
EAD		Medium Term Plan		Reception		Summer Term 1	
		Intent		Vocabulary		Implementation	

Expressive Arts + Design

Development of Music




	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Development of Music</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear.</p> <p>Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move</p> <p>Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.</p>	<p>Nativity Performance – joining in with the words to sings and using actions. Listening to music.</p> <p>Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting</p> <p>Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.</p>	<p>Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition.</p> <p>Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells.</p> <p>Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.</p>	<p>Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds.</p> <p>Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low.</p> <p>Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary.</p>	<p>Singing a range of familiar nursery rhymes and songs – singing sometimes in tune.</p> <p>Talk about how music makes me feel.</p> <p>Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary,</p> <p>Rimsky Korsakov, Flight of the Bumblebee</p> <p>Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.</p>	<p>Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments.</p> <p>Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch.</p> <p>Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children to make their own music (including singing).</p>

Artist Studies progression

Summer Term 1

Artist Studies

Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able

<p>progression</p> <p>Intended Artists</p> <p>*check for progression from Rec → Year 6*</p> <p>Vocabulary Implementation</p>	<p>to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.</p>					
<p>Jackson Pollock (Collaborative work)</p> <p>Jackson Pollock, abstract, colour, work, drink, together, collaborate, splatter, flick.</p> <p>Exploration of Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p> 	<p>Yayoi Kusama Piet Mondrian, Wassily Kandinsky</p> <p>Yayoi Kusama, Piet Mondrian, Wassily Kandinsky, primary colours, bold, squares, rectangles, thick lines, thin lines, shapes, circles</p> <p>Exploration of Yayoi Kusama, Piet Mondrian, Wassily Kandinsky through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p>	<p>Joan Miro</p> <p>Shapes, drawing, squiggles, thin lines, pen, pencils, colours, doodles, symbols.</p> <p>Exploration of Joam Miro through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p> 	<p>Andy Goldsworthy Eric Carle</p> <p>English, photographer, sculpture, nature, natural, leaves, sand, ice, stone, tissue paper, colours, caterpillar, animals, minibeasts.</p> <p>Exploration of Andy Goldsworthy and Eric Carle through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p>	<p>Vincent van Gogh</p> <p>Sunflowers, museum, Dutch, oil painting, Starry night, yellow, observational, soft, muted, background.</p> <p>Exploration of Vincent van Gogh through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p> 	<p>Georgia O'Keeffe, Henri Matisse</p> <p>Flowers, copy, colours, observe, shape, bright, bold, realistic, unusual, still life, French, American, paper collage, scissors.</p> <p>Exploration of Georgia O'Keeffe and Henri Matisse through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p>	
<p>EAD Medium Term Plan</p>		<p>Reception</p>		<p>Summer Term 1</p>		
<p>Intent</p>		<p>Vocabulary</p>		<p>Implementation</p>		

Expressive Arts and Design

Creative with materials

ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Being imaginative and expressive

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Development of Imagination and Roleplay

Summer: Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.

Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school.

Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class.

Development of Children's Mark Making and Drawing	Development of use of Colour	Development of the use of Paint	Development of Printing	Development of the use of Textiles and Materials	Development of modelling and 3D work	Development of Cutting skills
<p>(Skill) Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing.</p> <p>Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gogh.</p> <p>Mark making area, Workshop and creative areas, modelling how to use equipment safely, modelling, observational skills, the use of colour and taking care and time.</p>	<p>(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour.</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades.</p> <p>Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.</p>	<p>(Experience) Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this.</p> <p>Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference.</p> <p>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.</p>	<p>(Skill) Children printing using a range of media, independently printing patterns including symmetrical patterns.</p> <p>Print, paint, choice, smudge, clear print, symmetry, the same, pattern, butterfly, shape, colour.</p> <p>Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing explored and then left in provision.</p>	<p>(Skill) Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions.</p> <p>Materials, textures, weaving, instructions, in and out, natural, manmade, pattern.</p> <p>Weaving demonstrated to the class, weaving materials available in provision.</p>	<p>(Skill) Children specifically using certain materials for their own ideas.</p> <p>Props, puppets, folding, technique, fan, book, material, feather headdress.</p> <p>Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and giving children the materials to access, giving children a range of materials to access from.</p>	<p>(Skill) Children using scissors independently and safely.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow.</p> <p>Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.</p>

Intent Vocabulary Implementation				
Understanding of The World				
Development of Past and Present		Development of People, Culture + Communities		Development of the Natural world
Characteristic s of effective teaching and learning	<p>The EYFS statutory framework (2021) outlines in planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.</p> <p style="text-align: center;">Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and ‘have a go’ • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 			
R.E – Religious Education <i>*To be developed through the agreed school R.E Syllabus*</i>	<p>Throughout the year the children will work through the agreed school syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject ‘R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p style="text-align: center;">Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different</p> <p style="text-align: center;">Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations. Making comparisons and learning about- Belonging, Harvest, Diwali, Eid, Chinese New Year, Christmas, Easter, other world celebrations.</p>			
Development of Chronology	Development of Enquiry	Development of the understanding of ‘Respect’	Development of Mapping skills	Development of Scientific skills and Knowledge
<p>Children recount an event that has happened.</p> <p>Event, special, what happened, then, next.</p> <p>Discussions around events we have had at school such as school trips, visits etc.</p>	<p>Children talk about roles people have in society (both in the present and past). Children understand the need for these roles.</p> <p>Key worker, job, help, helpful, community, police, fire service, doctor, dentist.</p> <p>Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.</p>	<p>Children know that different places are special to different people.</p> <p>Special, places of worship, churches, map, park, shops etc.</p> <p>Children taught about respect and how we can respect special places.</p>	<p>Children can draw information from a simple map and identify landmarks of our local area walk.</p> <p>Maps, mapping, environment, features, landmarks, local area.</p> <p>Children going on a walk together around the local area. To identify landmarks and create a map.</p>	<p>Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change.</p> <p>Children are developing a good understanding of a lifecycle as part of the topic.</p> <p>Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p> <p>Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.</p>

Literacy	Writing	Reading	Medium Term Plan		Reception	Summer Term 1
Intent			Vocabulary	Implementation		

Literacy

Reading Comprehension	Word Reading Development	Phonics Development	Early Development in Writing	Development of Compositional skills	Development of Spelling
<p>Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York.</p> <p>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p> <p>Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.</p>	<p>Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.</p> <p>Digraph, read, sounding out, tricky word, CVC, sound buttons.</p> <p>During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time.</p> <p>Children introduced to more 'tricky words' to sight read.</p>	<p>Set 2 Consol Set 1. Intro SET 2- all.</p> <p>Know digraphs – ay ee oo igh (+) Read tricky words they, her, all, are. (Revisit- SPRING TERM: the, to, he, she, we, me, be, was, my AUT TERM: the, to, and, no, go, I)</p> <p>Continue to apply knowledge of blending and segmenting to reading and spelling for words and captions. Write graphemes from memory and write a simple sentence using phonic knowledge.</p> <p>Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, friendly sounds, syllable, sentence.</p> <p>During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Write digraphs, trigraphs, graphemes in sentences or captions. Tricky words recapped.</p>	<p>All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.</p> <p>Writing, sounds, letter sounds, graphemes, phonemes, mark making.</p> <p>New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work drawing on previously read texts.</p>	<p>Write a simple sentence. Firstly focusing on including finger spaces.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space.</p> <p>Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.</p>	<p>Children using the knowledge and understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only SET1/SET 2 knowledge.</p> <p>(Revisit- Write: SPRING TERM: the, to, he, she, we, me, be, was, my AUT TERM: the, to, and, no, go, I)</p> <p>Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words.</p> <p>Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.</p>

Development of Handwriting

Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words.

Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations.

Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children writing in a literacy book on lines and using finger spaces.

PSHE Medium Term Plan

Reception

Summer Term 1

Intent Vocabulary

Implementation

PSHE

Self- Regulation

Development of Expressing Feelings (Self- Regulation)

Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.

Sorry, upset, sad, accident, help.

Adults modelling apologies and explaining to children when an apology is necessary

Development of Managing behaviour (Self- Regulation)

Children will without question follows instructions from their teachers or school adults.

Listening, rules, following, safety (language relating to the behaviour policy)

Adults giving children clear instructions in a range of situations to follow.

Managing Self

Development of Self-awareness, keeping healthy (Managing Self)

Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school.

Happy, good, like, proud, I can, better. Children given time to talk to adults or as a 'show and tell' to explain their achievements.

Development of Independence (Managing Self)

Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves.

Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that. Regular new activities introduced to the class.

Discussions around resilience and perseverance.

Discussions around road safety or a class walk.

Building Relationships

Development of Social skills (Building Relationships)

Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.

Do you, like, dislike, your turn, my turn, minutes, shall we. Stories around considering others, prompts to share, collaborate with other children if necessary.

Development of Communication (Building Relationships)

Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance.

Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication.

Teacher, peer, friends, class, nicely, turn taking, having a go.

Adults modelling conversations to other adults as well as to the whole class, small groups of children and 1:1 with children too. Adults using specific facial expressions to convey emotions for children to see as well as using appropriate language and vocabulary that they would like for the children to also use. Adults will model positive engagements.