

EYF5 Reception Medium Term Planning Year B Summer

Area of Learning	8.4.24	15.4.24	22.4.24	29.4.24	6.5.24 (BH)	13.5.24	20.5.24	3.6.24	10.6.24	17.6.24	24.6.24	1.7.24	8.7.24	15.7.24
Block Focus	The Natural World (Geography)		Past and Present (History) Monarchy focus – shared cultural capital	Technology and E Safety (Computing)	Past and Present (History)		Being Imaginative and Expressive (Music)	The Natural World (Science)		Creating With Materials (Art)		Creating With Materials (D&T)		People, Culture and Communities (RE)
K+U Sticky Knowledge	Location Knowledge <ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like/dislike. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Recognise some environments that are different to the one in which they live Place Knowledge		Chronological Understanding <ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking and events Compare & contrast characters from stories, including figures from the past Comment on 	Algorithms <ul style="list-style-type: none"> Develops digital literacy skills by being able to access, understand and interact with a range of technologies Creating Programmes <ul style="list-style-type: none"> Completes a simple program on electronic devices 	Chronological Understanding <ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking and events Compare & contrast characters from stories, including figures from the past Comment on images of familiar situations in the past Historical Enquiry <ul style="list-style-type: none"> Ask questions to find out more & to check understanding of what has been said Understands questions such as who, why, when, where & how 		Performing <ul style="list-style-type: none"> Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Sing in a group or on their own, increasingly matching the pitch & following the melody Appraising	Living things and their habitats <ul style="list-style-type: none"> Describe what they see, hear & feel whilst outside Observational drawings of the natural world Discuss how to care for the living things & their habitats observe how flora & fauna behave differently as the seasons change Examine change over time Use correct terms e.g. chrysalis, pupa when observing life cycle of 		Drawing and Paint <ul style="list-style-type: none"> Use a range of tools competently & safely Explore different textures. Encourage accurate drawings of people Create representations of both imaginary & real-life ideas, events, people & objects Explore, use & refine colour mixing techniques Use colour for purpose, including creating moods Use of colour, pattern, texture, line, form, space & shape <ul style="list-style-type: none"> Experiment to create different textures Use tools to create different textures Use a range of materials to create different textures Manipulate materials to have a planned effect Uses Different Materials Develop own ideas through experimentation with diverse materials to express & 		Designing <ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding Create collaboratively sharing ideas, resources & skills Making <ul style="list-style-type: none"> Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking Create representations both imaginary & real-life ideas, events, people & objects Evaluating <ul style="list-style-type: none"> Express & communicates working theories, feelings & understandings 	Beliefs and Teachings <ul style="list-style-type: none"> Compare & contrast characters from stories, including figures from the past Talks about past & present events in their own life & in the lives of family members Practices and Life Styles	

- Observe and identify features in the place they live and the natural world.
- Talk about features.
- Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.
- Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'
- Recognise some similarities & differences between life in this country & life in other countries

Human and Physical Geography

- Explore their local environment and talk about the changes they see.
- Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.
- Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions
- Understand the effect of changing seasons on the natural world around them

Geographical Skills and Fieldwork

- Examine change over time.
- Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..
- Describe some actions which people in their own community do that help to maintain the area they live in.

images of familiar situations in the past

Historical Enquiry

- Ask questions to find out more & to check understanding of what has been said
- Understands questions such as who, why, when, where & how
- Understands a range of complex sentence structures including tense markers
- Engage in non-fiction books

Knowledge and

Using Technology

- Can create content such as a video recording, stories, and/or draw a picture on screen

Use of IT

- Begin to list different IT in their home

Safe Use

- Begin to give reasons why we need to stay safe online
- Can use the internet with adult supervision to find and retrieve information of interest to them

- Understands a range of complex sentence structures including tense markers
- Engage in non-fiction books

Knowledge and Interpretation

- Use talk to organise, sequence & clarify thinking, ideas, feelings & events
- Articulate ideas & thoughts in well-formed sentences
- Ask questions to find out more & to check understanding of what has been said

Vocabulary

- Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night
- Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?
- Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain

- Listen attentively, move to & talk about music, expressing their feelings & responses
- Respond imaginatively to music e.g. *this music sounds like dinosaurs*

Composing

- Choose particular movements, instrument s/sounds for their own imaginative purposes
- Explore & engage in music making & dance, performing solo or in groups

butterfly & ladybirds

- Express opinions on natural & built environments & opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution

Plants

- All plants need water, light and warmth to grow and survive
- A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight
- Extend vocabulary: blossom, buds, bulb, evergreen, deciduous
- Describe what they see, hear & feel whilst outside
- Name & describe some plants
- Draw pictures of plants
- Understand the effect of changing seasons on the

communicate their discoveries & understanding

Explore a Range of Artists

- Respond imaginatively to artworks & objects
- Explore, use & refine a variety of artistic effects to express their ideas & feelings
- Expresses & communicate working theories, feelings & understandings in the form of art work & objects

- Responds imaginatively to art works & objects
- Return to & build on previous learning, refining ideas & developing their ability to represent them
- Discuss problems & how they might be solved

Technical Skills

- Use different techniques for joining materials
- Use tools independently, with care & precision

Food Technology

- Look closely at similarities, differences, patterns & change
- Know & talk about the different factors that support their overall health & well-being

- Talk about members of their immediate family & community

- Enjoys joining in with family customs & routines

How people express themselves

- Understand that some places are special to members of their community

Reflecting

- Know about similarities & differences between themselves & others, & among families,

- Draw information from a simple map
- Interpret range of sources of geographical information, including maps, globes, photographs

Interpretation

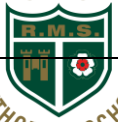
- Use talk to organise, sequence & clarify thinking, ideas, feelings & events
- Articulate ideas & thoughts in well-formed sentences
- Ask questions to find out more & to check understanding of what has been said

Vocabulary

- Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night

- natural world around them
Animals Including Humans
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health
 - Describe what they see, hear & feel
 - Identify different parts of their body & animals
 - Be able to show care and concern for living things
 - Know the effects exercise has on their bodies
 - Have some understanding of growth and change
 - Talk about things they have observed including animals
 - Observational drawings of animals

- cultures & traditions
Understanding Values
- Knows that other children do not always enjoy the same things, & is sensitive to this



- Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?
- Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain

Seasons and Celebration Stimulus



PSHE Relationships & Changing Me

My Family and Me	Make Friend, Make Friend, Never Never break friends	Make Friend, Make Friend, Never Never break friends	Falling out and bullying	Falling out and bullying	Being the best friends we can.	Being the best friends we can.
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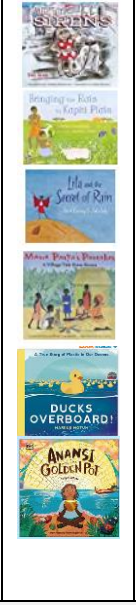
My Body	Respecting my body	Growing Up	Fun and Fears	Fun and Fears	Celebration	Transition
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Christian Values

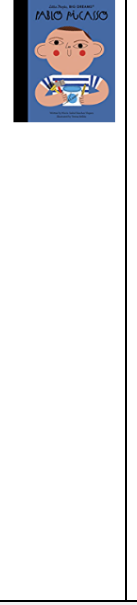
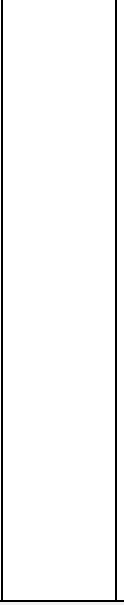
Service

Respect

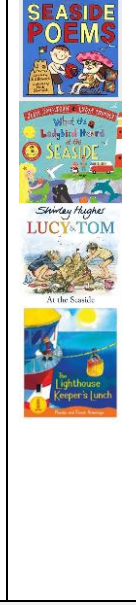
Predicted Texts



Kings & Queens



Quentin Blake Stories
Roland Emmett



C & L
Listening, Attention and Understanding

Reception
Statutory ELG: Listening, Attention and Understanding
 Children at the expected level of development will: - 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 - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Statutory ELG: Self-Regulation
 Children at the expected level of development will: - 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.

<p>C&L Speaking</p>	<p>Statutory ELG: Listening, Attention and Understanding Children at the expected level of development will: - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Statutory ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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.</p>
<p>P,S and E D Self Regulation</p>	<p>Reception Statutory ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Statutory ELG: Managing Self Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>
<p>P,S and E D Managing Self</p>	<p>Reception Statutory ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>
<p>P,S and E D Building Relationships</p>	<p>Reception Statutory ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. Statutory ELG: Managing Self Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>
<p>PD Gross Motor Skills Feet, Jumping, Games for Understanding</p>	<p>Reception Statutory ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>PD Fine Motor Skills</p>	<p>Reception Statutory ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>

<p>L Comprehension</p>	<p>Reception Statutory ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<p>L Word Reading</p>	<p>Reception Statutory ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>L Writing</p>	<p>Reception Statutory ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>
<p>M Number</p>	<p>Reception Statutory ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - 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.</p>
<p>M Number Patterns</p>	<p>Statutory ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Statutory Educational Programme: Mathematics In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>



Mastering the Curriculum

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Find My Pattern			On the Move		
Doubles	Sharing	Even and Odd	Harry and his bucketful of dinosaurs – adding and subtracting Mr Gumpy's Outing – Composition of number How many Legs? Problem solving Making Boats- Problem solving, how many marbles can the boat hold? Building Bridges – Which bridge is the longest?	Cuisenaire Rods – Comparing lengths Cuisenaire Rods – Staircase Bean bag game – Composition of number and number bonds Patterns Patterns	Making maps
Doubling	Picnic – Sharing	One Odd Day			Journey to school
Double Dice game	More people!	Even and Odd (2)			Obstacle course
Double Barrier Game	Grouping (1)	Match – Barrier Game			X marks the spot
Double Dominoes	Grouping (2)	How Many Cubes			Designing mazes

U the W Past and Present

- ELG –**
- Talk about the lives of the people around them & their roles in society
 - Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class
 - Understand the past through settings, characters & events encountered in books read in class & storytelling

U the W People, Culture and Communities

- ELG –**
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps
 - Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
 - Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps



<p>U the W The Natural World</p>	<p>ELG – Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons</p>
<p>E A & D Creating with Materials</p>	<p>ELG - 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</p>
<p>EA & D Being Imaginative and Expressive</p>	<p>ELG - Sing a range of well-known nursery rhymes & songs - Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music</p>