



EYFS Reception Medium Term Planning Year A Summer (ELG Birth to 5 Matters)



EYFS PSHE Plan Relationships, Health and Wellbeing, Living in the Wider World


Worship Year A 2026-27	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Worship Year B 2025-26	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS - Single year (Followed in FS1)	Why are we special? I Belong PANTS Super Me!	Why are other people special? Is Good to Share Fabulous Friends	How do we stay safe and healthy? PANTS, Roads, Online, Stranger Danger, healthy teeth, healthy eating, healthy food, healthy body, healthy mind,		How can we look after each other, our community and our environment? Look What I Can Do!	What will change as we go into Year 1 and what will stay the same? <u>Yes</u> I can!
Week 1	PANtAsaurus	PANtAsaurus	PANtAsaurus	PANtAsaurus	PANtAsaurus	PANtAsaurus
Week 2	Look at the All about me book – celebrate each other	Respecting other people – why?	How do we stay safe in the dark, including road safety? Firefighters visit	Why is having healthy teeth important?	Why should we look after each other?	What is the same about me as was in September?
Week 3	Look at the All about me book – celebrate each other	Why is listening to each other a good idea?	How do we stay safe from bugs? Why do we need to wash our hands and our bodies?	Why is eating healthy food important?	Why should we look after our town? What could we do?	How am I changing? What will carry on changing?
Week 4	Families What makes a family?	Why is sharing and trust important?	First aid – what do we do in an emergency? Visit from a Nurse or Doctor	How do we keep our bodies healthy?	Why should we look after the oceans?	How can I cope with change?
Week 5	What is special about our School Family – RMS/Malhamdale	Resolving conflict.	How do we stay safe online?	Why do we need to look after pets?	Why should we look after the animals?	What do I want to find out about Year 1?
Week 6	Being thankful for each other	Telling the truth and keeping promises.	What do the police/army do to keep us safe?	How do we keep our minds healthy?	Why should we pick up litter?	What have I learnt this year? What do I want to get better at next year?



	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Festivals/Celebrations	Yom Kippur Rosh Hashanah	Christmas Sukkot Chanukah Diwali		Easter Ramadan Eid-ul-Fitr Passover	Wesley Day Pesach	
	Believing What is the important fact about...		Expressing Why is it special?		Living What is it like to be....	
FS Understanding Christianity	Incarnation Why do Christians perform nativity plays at Christmas?		Salvation Why do Christians put a cross in an Easter Garden?		Creation (God) 'Why is the word 'God' so important to Christians?	
FS Christianity Judaism Islam Hinduism	F2 Which people are special and why?		F3 Which places are special and why? Virtual Visits..		F5 Being special: where do we belong? Methodism	F6 What is special about our world?

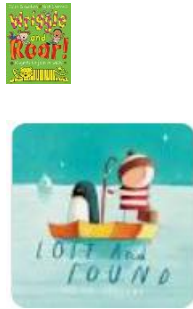
	13.4.26	20.4.26	27.4.26	4.5.26	11.5.26	18.5.26		1.6.26	8.6.26	15.6.26	22.6.26	29.6.26	6.7.26	13.7.26
Celebrations		Earth Day St. George's Day	May Day		Ascension Day	Eid al-Adha				Father's Day Summer Solstice Windrush Day	Raby Castle			6
Block Focus	The Natural World Science - plants How do tiny seeds turn into big plants?		Expressive Arts & Design – Creating with materials – (Art) How can we make our own art like this, or in our own special way?		Understanding the World (Geography) How are these places the same and different?			Past & Present (History) What can we learn when we find out about famous people in the past?		Expressive Arts & Design – Creating with materials – (DT) How can we make it move?		Living Things and Their Habitats (Art) How does the world around us change in summer?		Personal, Social & Emotional Development – Physical Development - Understanding the

							World - (PSHE) How can we be ready for Year 1?
K + U S t i c k y K n o w l e d g e	<ul style="list-style-type: none"> • 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 natural world around them 	<ul style="list-style-type: none"> • 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 	<p>Location knowledge</p> <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 	<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 	<ul style="list-style-type: none"> • Use different techniques for joining materials • Use tools independently, with care & precision 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Can describe their competencies, what they can do well & are getting better at describing themselves in positive but realistic terms • Recognise that they belong to different communities & social groups & communicates freely about own home &

							<p>community</p> <ul style="list-style-type: none"> • Use tools independently, with care & precision <p>Food Technology</p> <ul style="list-style-type: none"> • Look closely at similarities, differences, patterns & change • Know & talk about the different factors that support their overall health & well-being
<p>P r e d i c t e</p>							



Method
texts



C & L

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.

C & L

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>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 a n d E D</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 a n d E D M a n a g i n g S e lf</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 a n d E D</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>



B
U
I
L
D
I
N
G
R
E
L
A
T
I
O
N
S
H
I
P
S

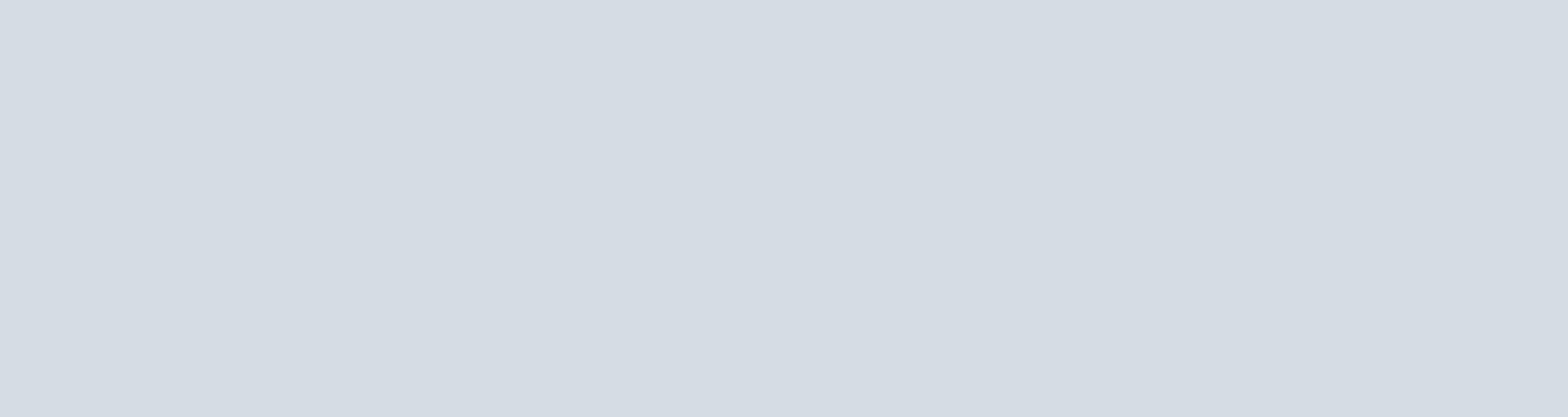


P
D
G
R
O
S
S
M
O
T
O
R
S
K
I
L
L
S
F
E
E
T,
J
U

Reception

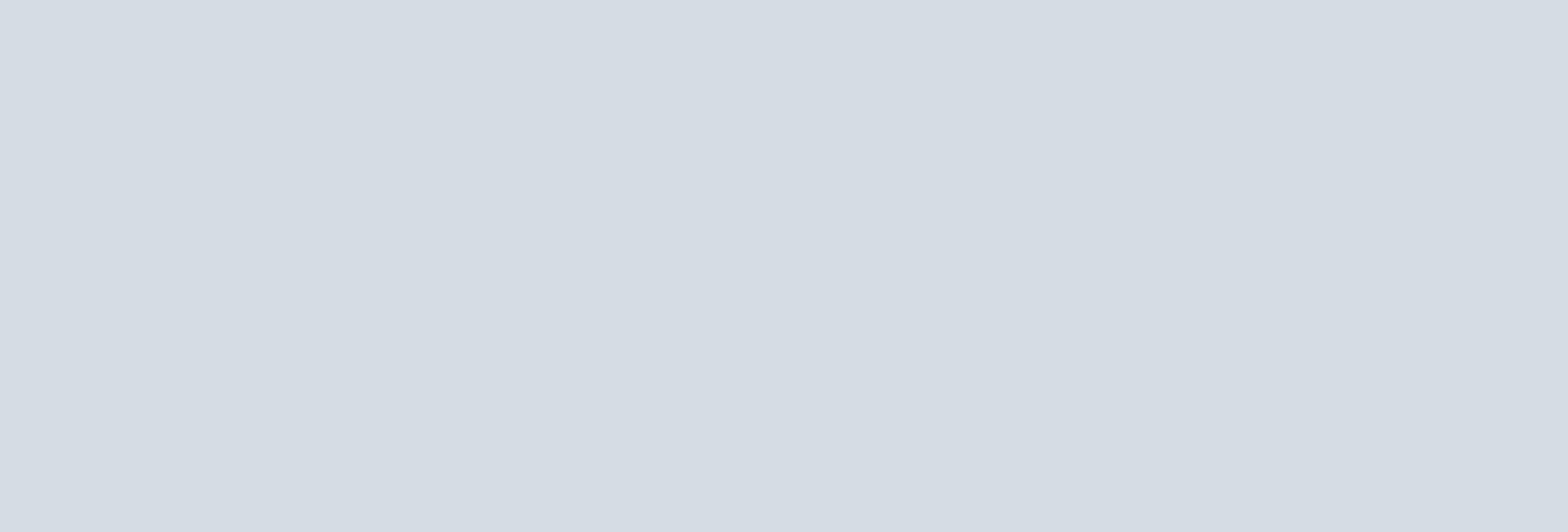
Statutory ELG: Gross Motor Skills

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.





m
p
i
n
g
,
G
a
m
e
s
f
o
r
U
n
d
e
r
s
t
a
n
d
i
n
g



P
D
F
i
n
e
M
o
t
o
r
S
k
i
l
l
s

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.

L
C
o
m

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 r e h e n s i o n</p>	
<p>L W o r d R e a d i n g</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 W r i t i n g</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 N u m b e r</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 N u m b e r</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.</p>



r
p
a
t
t
e
r
n
s

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.

M
a
s
t
e
r
i
n
g
t
h
e
C
u
r
r
i
c
u
l
u
m

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
To 20 and Beyond			First, Then and Now			Find My Pattern			On the Move		
Number Patterns	Missing Numbers	Find my match – shapes	Counting On	Take Away with Pebbles	Making new shapes – Triangles	Doubles	Sharing	Even and Odd	Harry and his bucketful of dinosaurs – adding and subtracting	Cuisenaire Rods – Comparing lengths	Making maps
Matching Pictures to numerals	Ordering Numerals to 20	Find my match – Models	Adding More	Take Away	Making new shapes – Squares	Doubling	Picnic – Sharing	One Odd Day			Journey to school
Ten frame fill	Race to 20	Match and fill	Adding Unknown Then	Unknown Then	Grandpa's Quilt	Double Dice game	More people!	Even and Odd (2)	Mr Gumpy's Outing – Composition of number	Cuisenaire Rods – Staircase	Obstacle course
Estimating	Bingo	Replicate my shape	Adding Unknown First	Pass it on	Tangrams	Double Barrier Game	Grouping (1)	Match – Barrier Game	How many Legs? Problem solving	Bean bag game – Composition of number and number bonds	X marks the spot
Ten frame subtraction	Which holds the most?	Tangrams			Pattern Blocks	Double Dominoes	Grouping (2)	How Many Cubes	Making Boats- Problem solving, how many marbles can the boat hold?	Patterns	Designing mazes
									Building Bridges – Which bridge is the longest?	Patterns	

U
t
h
e
W

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



P
a
s
t
a
n
d
a
r
d
s
P
r
e
s
e
n
t

U
t
h
e
W
o
r
l
d
,
C
u
l
t
u
r
e
a
n
d
C
o
m
m
u

- 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



n
i
t
i
e
s

--

U
t
h
e
W
T
h
e
N
a
t
u
r
a
l
W
o
r
l
d

<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>
--

E
A
&
D
C
r
e
a
t
i
n
g
w
i
t
h
M
a

<p>ELG</p> <ul style="list-style-type: none"> - 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
--



t
e
r
i
a
l
s

E
A
&
D
B
e
i
n
g
I
m
a
g
i
n
a
t
i
v
e
a
n
d
E
x
p
r
e
s
s
i
v
e

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

