

Medium Term Plan | RECEPTION | Summer 1 2020-21

	Week 1 – 19/4	Week 2 – 26/4	Week 3 – 3/5	Week 4 – 10/5	Week 5 17/5	Week 6 – 29/3
Topic	Traditional Tales					
	Jack and the Beanstalk	The Gingerbread Man	3 Little Pigs	3 Billy Goats	Little Red Riding Hood	Goldilocks
Memorable Experience	Reader in Residence Programme					
Mathematical Development	Counting objects to 20 and matching to the correct numeral. Practical Subtraction Tasks	Recognising Numbers to 20 Ordering numbers to 20/10/5	Matching 2D Shapes Matching 3D Models	One More One Less	Addition	Assessment
	White Rose Maths					
Literacy	Phonics: CVC words CCVC words Simple sentence construction Writing: Begins to write short sentences in meaningful contexts. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Reading: Can segment the sounds in simple words and blend them together and knows which letters represent some of them.					
	Read CVC/CCVC Words Simple Sentence Construction	Read CVC/CCVC Words Simple Sentence Construction	Read CVC/CCVC Words Simple Sentence Construction	Read CVC/CCVC Words Simple Sentence Construction	Read CVC/CCVC Words Simple Sentence Construction	Read CVC/CCVC Words Simple Sentence Construction
RE	Discuss how our own names are very special and personal to us. Collage images of children's names.	Watch the story of 'The Precious Pearl' Record what is special to the children and why.	Creation Story. Watch a video of the creation story. Discuss what things God created. Sequence the story.	Read the bible extract Genesis 2:19-20) about Adam naming the animals. Can children talk about and name a range of bugs & animals? CP relating to animals.	Discuss 'Umuganda'. Look at pictures of Rwanda and explain that 'Umuganda' is a special time to take care of the local community and fix problems. Invite Mr Crulley (caretaker) to talk to the children about his role in school.	Have a session outside where the children can litter pick etc and tidy up the school environment, prompted by their discussion with Mr Crulley and how they could help too.
Personal, Social & Emotional Development	Making Relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. Self-Confidence & Self-Awareness: They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Managing Feelings & Behaviour: They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.					
Communication & Language	Communication & Language: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Speaking: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.					
Physical Development	Moving & Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health & Self-Care: They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.					
Understanding the World	People & Communities: They know about similarities and differences between themselves and others, and among families, communities and traditions. The World: They talk about the features of their own immediate environment and how environments might vary from one another. Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.					
Expressive Arts & Design	Exploring & Using Media & Materials: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					