

**Reception Medium Term Plan  
Summer 1 2018 – Fantasy**



Area of Learning	Possible Activities
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>To take account the ideas of others</li> <li>Confident to speak in front of a small group</li> <li>To select and use own resources for chosen activities</li> <li>To work as part of a class or group, and understand and follow the rules</li> <li>To talk about how they and others show feelings</li> </ul>	<ul style="list-style-type: none"> <li>PATHS lessons – introducing different feelings</li> <li>Pupil of the Day</li> <li>Summer Fever program</li> </ul>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>To listen and respond to what they hear with relevant comments, questions or actions</li> <li>To join in with familiar rhymes and songs</li> <li>To follow a story without pictures or props</li> <li>To answer how and why questions in response to stories or events</li> <li>To use language to imagine and recreate roles and experiences</li> <li>To stick to a theme when talking</li> <li>To use past, present and future tenses accurately when talking about events</li> <li>To use time connectives such as <i>first, next, after, then</i></li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and answering questions</li> <li>Small world play areas – traditional tales</li> <li>Role play areas</li> <li>Vocabulary wall –</li> </ul>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>To handle tools safely and with control</li> <li>To move confidently in a range of ways</li> <li>To form letters correctly</li> <li>To transport and store equipment safely</li> <li>To show understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> </ul>	<ul style="list-style-type: none"> <li>Dough disco x3 per week to develop fine motor control. Funky fingers activities.</li> <li>Outdoors – climbing mound, bikes, large construction to develop large movements</li> <li>Cutting activities</li> <li>Letter formation activities</li> <li>Weekly PE session with Mr Mistry</li> <li>Discuss healthy food choices</li> </ul>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>To continue a rhyming string</li> <li>To blend sounds to read words</li> <li>To increase vocabulary and understanding of new words</li> <li>To begin to read simple sentences</li> <li>To read tricky words</li> <li>To demonstrate understanding when talking with others about what they have read</li> </ul>	<ul style="list-style-type: none"> <li>Sharing stories, 1:1 and in small groups</li> <li>Daily phonics (RWI)</li> <li>Guided reading groups</li> <li>Writing spells and potions</li> <li>Writing sentences about stories</li> <li>Describing characters</li> <li>Singing and making up own nursery rhymes</li> </ul>

<ul style="list-style-type: none"> <li>• To re-tell familiar stories</li> <li>• To use story language – once upon a time... one day...</li> <li>• To use identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>• To write own name, and other things such as labels, captions, instructions</li> <li>• To write short sentences in meaningful contexts</li> <li>• To leave spaces between my words</li> <li>• To start my writing with a capital letter</li> <li>• To use full stops at the end of my writing</li> <li>• To write common irregular words correctly</li> </ul>	
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• To count in steps of 2, 5, 10</li> <li>• To count back from 20</li> <li>• To read and order numbers beyond 20</li> <li>• To count by rote beyond 20</li> <li>• To know number doubles to 10</li> <li>• To form numbers correctly</li> <li>• To add and subtract by counting on or back</li> <li>• To recognise coins.</li> <li>• To use everyday language related to money.</li> <li>• To make amounts using money.</li> </ul>	<ul style="list-style-type: none"> <li>• Counting forwards to at least 50</li> <li>• Counting in 2's 5's and 10's</li> <li>• Number flashcards – ordering, recognition</li> <li>• Numicon</li> <li>• Role play shop – using money</li> <li>• Making amounts using pennies</li> <li>• Counting on from a given number</li> <li>• Visit to the shop – to spend 10p</li> </ul>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• To identify similarities and differences between themselves and others, places, objects, materials and living things</li> <li>• To identify features in the environment</li> <li>• To make predictions</li> <li>• To talk about changes and why things happen</li> <li>• To use simple programs on the computer</li> </ul>	<ul style="list-style-type: none"> <li>• Using an interactive whiteboard / PC</li> <li>• Use of iPad with guided access</li> <li>• Taking a picture with the camera (on ipad)</li> <li>• Walk in the local area – chn to draw maps / features they have seen</li> <li>• Growing cress</li> <li>• Lifecycles – frog, butterfly, hen</li> <li>• Multi-cultural week</li> </ul>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• To move rhythmically</li> <li>• To create movements in response to music</li> <li>• To explore different instruments, and how sounds can be changed</li> <li>• To construct with a purpose in mind, adapting work and making changes</li> <li>• To create representations of people and objects</li> <li>• To understand that different media can be combined to create new effects</li> <li>• To play co-operatively with others to act out a narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Music area – exploring ways to make sounds</li> <li>• Weekly Music with Mrs Westley - learning to play instruments, learning new songs</li> <li>• Role play</li> <li>• Dance sessions</li> <li>• Creative workshop</li> </ul>
<p><b>Key Events</b>  WB 21.05.18 – Multi-cultural week  WB 30.04.18 Walk to Hartshill Hayes  WB 23.04.18 Visit to the local shop</p>	

