



Reception Medium Term Plan Summer 2022– Secret Garden



Area of Learning	Possible Activities
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none">To develop appropriate ways of being assertive (3-4)To show resilience and perseverance in the face of challenge (Reception)To express their feelings and consider the feelings of others (Reception)To think about the perspectives of others (Reception)To wait their turn in a range of situations (ELG)To solve simple conflicts without the help of an adult (3-4)To give focussed attention to what the teacher says when engaged in another activity (ELG)To play co-operatively, sharing and taking turns (ELG)	<ul style="list-style-type: none">Jigsaw sessions - RelationshipsStar of the WeekPlaying board games
<p>Communication and Language</p> <ul style="list-style-type: none">To listen and respond to what they hear with relevant comments, questions or actions (ELG)To ask questions to find out more information (Reception)To offer explanations as to why something has happened (ELG)To use talk to help work out problems and organise their thinking (Reception)To connect ideas using a range of connectives (Reception)To learn and use new vocabulary (Reception)To listen to and talk about different types of text - non-fiction (Reception)	<ul style="list-style-type: none">Listening to stories and answering questionsSmall world play areas – add books related to the themeRole play areas - house, school, pizza hutVocabulary wall – growing, minibeasts, lifecyclesTalk for writingSharing news
<p>Physical Development</p> <ul style="list-style-type: none">To move fluently, with control and grace (Reception)To use and transport and store equipment safely, both indoors and outside (Reception)To develop a range of ball skills (reception)To continue to develop the foundations of a handwriting style. (Reception)	<ul style="list-style-type: none">Outdoors – climbing mound, bikes, large construction to develop large movementsCutting activitiesUsing different tools - stapler, hole punchLetter formation activitiesWeekly PE sessionDigging outside
<p>Literacy</p> <ul style="list-style-type: none">To blend sounds to read words (Reception)To increase vocabulary and understanding of new words (ELG)	<ul style="list-style-type: none">Sharing stories, 1:1 and in small groupsDaily phonics (RWD)Super sentence writing (daily)Describing minibeasts

<ul style="list-style-type: none"> • To begin to read simple sentences (Reception) • To read tricky words (Reception) • To demonstrate understanding when talking with others about what has been read to them (ELG) • To re-tell familiar stories (ELG) • To use identifiable letters to communicate meaning, representing some sounds correctly and in sequence (reception) • To write short sentences in meaningful contexts (Reception) • To leave spaces between my words (Reception) • To start my writing with a capital letter (Reception) • To use full stops at the end of my writing (Reception) • To write common irregular words correctly (Reception) • To re-read what they have written to check that it makes sense (Reception) 	<ul style="list-style-type: none"> • Labelling parts of a plant • Writing about the life cycle of frogs and butterflies
<p>Mathematics</p> <ul style="list-style-type: none"> • To count in steps of 2, 5, 10 • To count back from 20 • To read and order numbers beyond 10 (ELG) • To count by rote beyond 20 (ELG) • To know number doubles to 10 (ELG) • To form numbers correctly • To solve problems including doubling, halving and sharing (ELG) • To recall number bonds up to 10(ELG) • To select, and manipulate shapes to develop spatial reasoning skills (Reception) 	<ul style="list-style-type: none"> • Counting forwards to at least 50 • Counting in 2's 5's and 10's • Number of the week (teen numbers) • Number flashcards – ordering, recognition • Numicon • Finding halves and doubles • Find doubles - ladybirds / butterflies • Halving - jam sandwich, cut in half • Share biscuits / sweets
<p>Understanding the World</p> <ul style="list-style-type: none"> • To identify similarities and differences between themselves and others, places, objects, materials and living things (Reception) • To say what plants need to survive (Reception) • To make predictions (Reception) • To talk about changes and why things happen (Reception) • To talk about different life cycles (Reception) • To order events using language first, next, after • To compare things in the past and now (Reception) 	<ul style="list-style-type: none"> • Using an interactive whiteboard / PC • Use of iPad with guided access • Planting seeds • Hunting for minibeasts • Observing caterpillars, worms and tadpoles • Using internet to find out facts about minibeasts (adult guided) • Queen's Jubilee celebrations
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • To create movements in response to music (Reception) • To construct with a purpose in mind, adapting work and making changes (Reception) • To create representations of people and objects (Reception) • To play co-operatively with others to act out a narrative (ELG) • To use props and materials in their play (ELG) • To manipulate and sculpt materials (ELG) 	<ul style="list-style-type: none"> • Music area – exploring ways to make sounds • Weekly Music - learning to play instruments, learning new songs • Role play • Observational drawings of vegetables and minibeasts • Creative workshop • Making a clay/plasticine model of a minibeast

<p>Enrichment Trip Walk to Hartshill Hayes</p>	<p>Key Vocabulary Grow Seed Soil Stem Petals Nutrients Root Trunk Bark Living things Life-cycle Cocoon / chrysalis Healthy</p>
<p>Key Skills / Knowledge</p> <ul style="list-style-type: none"> • I know what a seed needs to grow • I can label parts of a plant • I can talk about the stages in a life-cycle of a frog or butterfly • I can identify and name some minibeasts • I can make an observational drawing of a vegetable 	