



Reception Medium Term Plan Summer 1 2020 – Secret Garden



Area of Learning	Possible Activities
Personal, Social and Emotional Development <ul style="list-style-type: none"> To take account the ideas of others Confident to speak in front of a small group To select and use own resources for chosen activities To work as part of a class or group, and understand and follow the rules To talk about how they and others show feelings 	<ul style="list-style-type: none"> PATHS lessons – introducing ways to calm down (Turtle) Star of the Week
Communication and Language <ul style="list-style-type: none"> To listen and respond to what they hear with relevant comments, questions or actions To join in with familiar rhymes and songs To follow a story without pictures or props To answer how and why questions in response to stories or events To use language to imagine and recreate roles and experiences To stick to a theme when talking To use past, present and future tenses accurately when talking about events To use time connectives such as <i>first, next, after, then</i> 	<ul style="list-style-type: none"> Listening to stories and answering questions Small world play areas – add books related to the theme Role play areas - house, garden centre, café Vocabulary wall – growing, minibeasts, lifecycles
Physical Development <ul style="list-style-type: none"> To handle tools safely and with control To move confidently in a range of ways To form letters correctly To transport and store equipment safely To show understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<ul style="list-style-type: none"> Outdoors – climbing mound, bikes, large construction to develop large movements Cutting activities Using different tools - stapler, hole punch Letter formation activities Weekly PE session Discuss healthy food choices
Literacy <ul style="list-style-type: none"> To continue a rhyming string To blend sounds to read words To increase vocabulary and understanding of new words To begin to read simple sentences To read tricky words To demonstrate understanding when talking with others about what they have read To re-tell familiar stories To use story language – once upon a time... one day... 	<ul style="list-style-type: none"> Sharing stories, 1:1 and in small groups Daily phonics (RWI) Guided reading groups Writing sentences Writing stories Describing minibeasts Labelling parts of a plant

<ul style="list-style-type: none"> To use identifiable letters to communicate meaning, representing some sounds correctly and in sequence To write own name, and other things such as labels, captions, instructions To write short sentences in meaningful contexts To leave spaces between my words To start my writing with a capital letter To use full stops at the end of my writing To write common irregular words correctly 	
Mathematics <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 20 To count by rote beyond 20 To know number doubles to 10 To form numbers correctly To use everyday language related to money. To solve problems including doubling, halving and sharing To use language related to capacity 	<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 Number flashcards – ordering, recognition Numicon Role play shop – using money Finding halves and doubles Water play outside Find doubles - printing Halving - jam sandwich, cut in half Share biscuits / sweets
Understanding the World <ul style="list-style-type: none"> To identify similarities and differences between themselves and others, places, objects, materials and living things To identify features in the environment To make predictions To talk about changes and why things happen To use simple programs on the computer 	<ul style="list-style-type: none"> Using an interactive whiteboard / PC Use of iPad with guided access Taking a picture with the camera (on ipad) Planting seeds Hunting for minibeasts Observing caterpillars, worms and tadpoles Using internet to find out facts about minibeasts (adult guided) <p>RE – What is special about our world?</p>
Expressive Arts and Design <ul style="list-style-type: none"> To move rhythmically To create movements in response to music To explore different instruments, and how sounds can be changed To construct with a purpose in mind, adapting work and making changes To create representations of people and objects To understand that different media can be combined to create new effects To play co-operatively with others to act out a narrative 	<ul style="list-style-type: none"> Music area – exploring ways to make sounds Weekly Music - learning to play instruments, learning new songs Role play Creative workshop Making a model of a minibeast
Enrichment Trip to Ryton Pools	Key Vocabulary Grow Seed Soil Stem

	Petals Nutrients Root Trunk Bark Living things Life-cycle Cocoon / chrysalis Healthy
Key Skills / Knowledge <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 talk about ways to keep healthy • I can identify and name some minibests 	