



Reception Medium Term Plan Summer 1 – Secret Garden



Area of Learning	Possible Activities
Personal, Social and Emotional Development <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 sessionsStar of the WeekPlaying board games
Communication and Language <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, minibests, lifecyclesSharing news
Physical Development <ul style="list-style-type: none">To collaborate with others to manage large items (3-4)To develop their small motor skills so they can use a range of tools competently. (Reception)To develop the foundations of a handwriting style. (Reception)To develop overall body strength, co-ordination, balance and agility. (Reception)To know and talk about the different factors that support their overall health and well-being. (Reception)	<ul style="list-style-type: none">Outdoors – climbing mound, bikes, large construction to develop large movementsCutting activitiesUsing different tools - stapler, hole punchHandwriting – Letter join (single letters)Weekly PE sessionDigging outside

<p>Literacy</p> <ul style="list-style-type: none"> • To know that print has meaning and can have different purposes. (3/4) • To engage in extended conversations about stories, learning new vocabulary. (3/4) • To blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Reception) • To begin to read simple sentences (Reception) • To read and write phase 3 sounds (Reception) • To read common exception words (Reception) • To spell words by identifying the sounds and then writing the sounds with letters. (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) • To form lower-case letters correctly. (Reception) 	<ul style="list-style-type: none"> • Sharing stories, 1:1 and in small groups • Daily phonics (RWI) • Labelling parts of a plant • Writing instructions – planting cress • Sentence openers – Look at the ... <p><u>Talk for writing texts</u></p> <p>We're Going on a Bear Hunt by Michael Rosen</p> <p>Handa's Surprise by Eileen Browne</p> <p><u>Favourite 5</u></p> <p>Oliver's Vegetables by Martin Waddell</p> <p>Supertato by Sue Hendra</p> <p>Jasper's Beanstalk by Nick Butterworth</p> <p>Titch by Pat Hutchins</p> <p>The Tiny Seed by Eric Carle</p> <p>Ten Seeds by Ruth Brown</p> <p>The Enormous Turnip</p>
<p>Mathematics</p> <ul style="list-style-type: none"> • To read and order numbers to 10 (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) • To solve real-world mathematical problems with numbers up to 5. (3-4) • To count beyond 10 (Reception) • To combine shapes to make new ones (3-4) • To combine two groups • To know number doubles (ELG) 	<ul style="list-style-type: none"> • Counting forwards to at least 20 • Number flashcards – ordering, recognition • Numicon • Consolidating numbers to 10 • Combining groups – addition • Part, part, whole • Counting accurately, matching amount to numeral • Subitising games • Improve recall of number facts • Shape pictures - can you use triangles to make a bigger triangle? • 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) • Changes from baby to now • Signs of Spring

<ul style="list-style-type: none"> To understand the effect of changing seasons on the natural world around them (Reception) 	
Expressive Arts and Design <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 Making a clay/plasticine model of a minibeast Chn to perform a spring poem
Enrichment Trip Hatching butterflies	Key Vocabulary Grow Seed Soil Stem Petals Nutrients Root Trunk Bark Living things Life-cycle Cocoon / chrysalis Healthy
Key Skills / Knowledge (Topic) <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 	

