
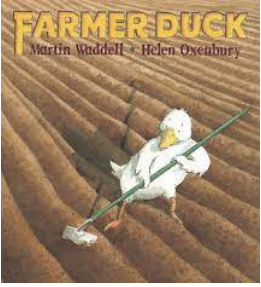







# Mead Primary School Reception Medium Term Planning



<p><b>Summer 1</b></p> <p><b>Growing and Changing</b></p>					
	<p><b>Life Cycle</b></p>	<p><b>Planting</b></p>	<p><b>Caterpillars</b></p>	<p><b>Mental Health Awareness</b></p>	<p><b>World Bee Day</b></p>
<p><b>Suggested Texts</b></p>	<p><b>Themed Books</b></p> <p><a href="https://www.ruthmiskin.com/windows-and-mirrors-booklist/">https://www.ruthmiskin.com/windows-and-mirrors-booklist/</a></p>				

	<p>Summer 1 Literacy Texts</p>	 
	<p>Nursery rhymes</p>	<p>Nursery rhymes- London Bridge, Little Miss Muffett, Down in the jungle, I had a little nut tree, Oranges and Lemons</p>
	<p>Poetry Basket</p>	<p>Pitter Patter, Bees, Bugs, Caterpillars, Creepy Crawlies</p>

Area of Learning	Knowledge and Skills (Know how, know that, know the)	Revisited/Ongoing throughout the Year
 <p>Communication &amp; Language</p>	<p>Know how:</p> <ul style="list-style-type: none"> <li>• To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• To make comments about what they have heard and ask questions to clarify their understanding</li> <li>• To hold conversation when engaged in back-and-forth</li> <li>• To talk in full sentences</li> </ul> <p>Know that:</p> <ul style="list-style-type: none"> <li>• To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• We listen to and talk about stories to build familiarity and understanding.</li> </ul>	<p>Developing language through poetry basket, helicopter stories, drawing club sessions.</p>

	<ul style="list-style-type: none"> <li>● We can use new vocabulary in different contexts.</li> <li>● I can ask questions to help me understand</li> <li>● I can wait for my requests to be met</li> </ul> <p>Know the:</p> <ul style="list-style-type: none"> <li>● Importance of turn taking during conversations</li> <li>● Importance of listening to others when engaging in conversations</li> </ul>	
 <p><b>Personal, Social and Emotional Development</b></p>	<p>Know how:</p> <ul style="list-style-type: none"> <li>● To initiate conversations</li> <li>● Take steps to resolve conflicts</li> <li>● To develop confidence in speaking to others about their interests and opinions</li> <li>● To negotiate and solve problems</li> </ul> <p>Know that:</p> <ul style="list-style-type: none"> <li>● They see themselves as a valuable individual.</li> <li>● They show resilience and perseverance in the face of challenge.</li> <li>● They can think about the perspectives of others.</li> <li>● The different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian.</li> </ul> </li> </ul> <p>Know the:</p> <ul style="list-style-type: none"> <li>● Importance of building positive relationships</li> <li>● Importance of staying healthy</li> </ul>	<p>Use the zones of regulation daily with follow up conversations if required.  Include circle time at the end of day to share feelings and ideas.  Join in turn taking games.</p>
 <p><b>Physical Development</b></p>	<p>Know how:</p> <ul style="list-style-type: none"> <li>● To form recognisable letters correctly</li> <li>● To develop balance and ball skills</li> <li>● To change our clothes and be responsible for our own property</li> <li>● To stay safe</li> </ul> <p>Know that:</p> <ul style="list-style-type: none"> <li>● We need to develop overall body-strength, balance, coordination and agility</li> <li>● To use correct pencil grip to help form our letters</li> </ul> <p>Know the:</p>	<p>Malleable area within continuous provision.  Weekly PE lessons</p>

	<ul style="list-style-type: none"> <li>● Importance of developing our pencil control</li> <li>● Different ways we can move our bodies to develop our coordination</li> </ul>	
 <p>Literacy</p>	<p>Know how:</p> <ul style="list-style-type: none"> <li>● To form lower-case and capital letters correctly.</li> <li>● To spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>● To write short sentences with words with known letter sound correspondences using a capital letter and full stop</li> <li>● To blend sounds into words.</li> <li>● Read a few common exception words matched to the school's phonic programme.</li> <li>● Read simple phrases and sentences made up of words with known letters–sound correspondences.</li> </ul> <p>Know that:</p> <ul style="list-style-type: none"> <li>● To use finger spaces between my words</li> <li>● I can use my fred spelling fingers to sounds out words</li> <li>● I can read my sentences back</li> <li>● I can segment and blend sounds to make words</li> </ul> <p>Know the:</p> <ul style="list-style-type: none"> <li>● Set 1 sounds</li> <li>● Know the common exception words, I, the, to, no</li> </ul>	<p><b>Writing</b> Write some or all of their name. Use fred fingers to sound out words. Use resources in continuous provision to make marks and practice letter formations.</p> <p><b>Reading</b> Follow the Read Write inc programme. Listen to and join in with class storytime. Re-read books to build confidence in word reading, fluency and understanding. Read words consistent with their phonic knowledge by sound blending.</p>
 <p>Mathematics</p>	<p>Know how:</p> <ul style="list-style-type: none"> <li>● To recognise numbers to 20</li> <li>● To record using marks that they can interpret</li> <li>● To recognise 2D and 3D shapes</li> <li>● To compare weight, height, length, capacity etc.</li> <li>● To recongise odd and even numbers</li> <li>● To solve doubling problems</li> </ul> <p>Know that:</p> <ul style="list-style-type: none"> <li>● Their is a pattern in the counting system</li> <li>● Numerals and quantities are linked</li> </ul> <p>Know the:</p>	<p>Sing a variety of counting songs. Play counting games. Mathematical resources in provision to embed previous learning.</p>

	<ul style="list-style-type: none"> <li>• Language to compare different measurements</li> <li>• Difference between 2D and 3D shapes</li> </ul>	
 <p><b>Understanding the World</b></p>	<p>Know how:</p> <ul style="list-style-type: none"> <li>• To talk about changes that have happened</li> <li>• To talk about the past</li> <li>• To talk about what I have heard and seen in stories and picture books and how this is different/ the same.</li> </ul> <p>Know that:</p> <ul style="list-style-type: none"> <li>• There are some similarities and differences between the past and now</li> <li>• We are all different</li> </ul> <p>Know the:</p> <ul style="list-style-type: none"> <li>• natural world and how it changes through the seasons</li> <li>• difference between myself and my friends</li> </ul>	<p>Develop positive attitudes about the differences between people.          Explore how things work.          Use wanderlust for outdoor provision.          Use all senses to explore natural materials.          Understand the need to respect and care for the natural environment.</p>
 <p><b>Expressive Arts and Design</b></p>	<p>Know how:</p> <ul style="list-style-type: none"> <li>• To combine different techniques</li> <li>• To develop storylines in my play</li> <li>• To explore and engage in music making and dance</li> </ul> <p>Know that:</p> <ul style="list-style-type: none"> <li>• We can use different tools, media and materials to create different effects</li> <li>• We can use our bodies to create movements</li> <li>• I can use what I know and have read to help create my own stories</li> </ul> <p>Know the:</p> <ul style="list-style-type: none"> <li>• Ways to manipulate media and materials to create specific effects</li> </ul>	<p>Sing selection of songs, including nursery rhymes.          Explore different materials freely, developing their own ideas about how to use them.          Explore colour and colour mixing.          Engage in simple pretend play using objects as props.</p>

