

Medium term planning – Summer 1 (Once Upon a time!)

Reception Ubley and East Harptree	Summer 1	Once upon a time!	
Role Play: Inside	Castle	Role Play: Outside	Home Role play

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:				Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking: Having their own ideas; Making links; Choosing ways to do things				
Personal, Social and Emotional Development (PSED) Self-Regulation: Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ELG: Managing Self: Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. ELG Building Relationships: Play with one or more other children, extending and elaborating play ideas.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	SELF REGULATION Show an understanding of their own feelings and those of others.	SELF REGULATION Show an understanding of their own feelings and those of others.	SELF REGULATION Show an understanding of their own feelings and those of others.	SELF REGULATION Begin to regulate behaviour according to recognising feelings of others.	SELF REGULATION Begin to regulate behaviour according to recognising feelings of others.	SELF REGULATION Begin to regulate behaviour according to recognising feelings of others.		
	MANAGING SELF Manage own basic hygiene and personal needs, including dressing and going to toilet.	MANAGING SELF Manage own basic hygiene and personal needs, including dressing and going to toilet.	MANAGING SELF Manage own basic hygiene and personal needs, including dressing and going to toilet.	MANAGING SELF Understand importance of healthy choices.	MANAGING SELF Understand importance of healthy choices.	MANAGING SELF Explain reasons for rules, know right from wrong and try to behave accordingly.		
	BUILDING RELATIONSHIPS Continue to develop constructive and respectful relationships.	BUILDING RELATIONSHIPS Continue to develop constructive and respectful relationships.	BUILDING RELATIONSHIPS Continue to develop constructive and respectful relationships.	BUILDING RELATIONSHIPS Continue to build on their conflict resolution skills with some adult support.	BUILDING RELATIONSHIPS Show sensitivity to own and to others’ needs.	BUILDING RELATIONSHIPS Show sensitivity to own and to others’ needs.		
Jigsaw (Discrete lesson) Relationships	My Family and Me!	Make friends, make friends, never ever break friends!	Make friends, make friends, never ever break friends! Part 2	Falling out and bullying	Falling out and Bullying part 2	Being the best friends we can be!		

Physical Development (PD)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	FINE	FINE	FINE	FINE	FINE	FINE		
	Use a small range of tools including scissors and paint brushes.	Use a small range of tools including scissors and paint brushes.	Use a small range of tools including scissors and paint brushes.	Use a small range of tools including scissors and paint brushes.	Hold a pencil effectively – using tripod grip in most cases.	Hold a pencil effectively – using tripod grip in most cases.		
Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene								
Fine Show a preference for a dominant hand. Use one handed tools and equipment i.e., making snips into paper	Weekly PE lesson with PH Sports	Weekly PE lesson with PH Sports	Weekly PE lesson with PH Sports	Weekly PE lesson with PH Sports	Weekly PE lesson with PH Sports	Weekly PE lesson with PH Sports		
	Weekly yoga sessions and go noodle brain breaks throughout the week	Weekly yoga sessions and go noodle brain breaks throughout the week	Weekly yoga sessions and go noodle brain breaks throughout the week	Weekly yoga sessions and go noodle brain breaks throughout the week	Weekly yoga sessions and go noodle brain breaks throughout the week	Weekly yoga sessions and go noodle brain breaks throughout the week		
	Negotiate space and obstacles safely, with consideration for themselves and others.	Negotiate space and obstacles safely, with consideration for themselves and others.	Negotiate space and obstacles safely, with consideration for themselves and others.	Know and talk about different factors that support overall health.	Know and talk about different factors that support overall health.	Know and talk about different factors that support overall health.		

Communication and Language (CL)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding		
	Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listen attentively and respond to what they hear and ask questions to clarify their understanding.		
Listening, Attention and Understanding: Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Speaking: Develop social phrases. “Good morning, how are you?” Learn new vocabulary and use it throughout the day in different contexts.								
	Speaking	Speaking	Speaking	Speaking	Speaking	Speaking		
	Offer explanations for why things might happen, making use of recently introduced vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary.	. Offer explanations for why things might happen, making use of recently introduced vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary.		

Texts: ‘Little Red’ and ‘Billy and the Beast’ (Linked texts: Jim and the beanstalk, Little Red riding hood, Rumpelstiltskin, On the way home, Mr wolfs pancakes)

Literacy Word reading Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing. Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Writing Write some or all of their name. Write some letters accurately.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4		
	Comprehension Demonstrate understanding of what has been read to them by retelling stories. Daily story time with snack The great fairy-tale Disaster	Comprehension Demonstrate understanding of what has been read to them by retelling stories. Daily story time with snack The great fairy-tale Disaster	Comprehension Demonstrate understanding of what has been read to them by retelling stories. Daily story time with snack The great fairy-tale Disaster	Comprehension Anticipate key events in stories, using recently introduced vocabulary. Daily story time with snack Little Red	Comprehension Anticipate key events in stories, using recently introduced vocabulary. Daily story time with snack Little Red	Comprehension Anticipate key events in stories, using recently introduced vocabulary. Daily story time with snack Little Red		
	Writing Write recognisable letters, most of which are correctly formed.	Writing Write recognisable letters, most of which are correctly formed.	Writing Write recognisable letters, most of which are correctly formed.	Writing Write simple phrases or sentences that can be read by others.	Writing Write simple phrases or sentences that can be read by others.	Writing Write simple phrases or sentences that can be read by others.		

Mathematics Number Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.	Programmes using to support Maths: Number sense and White Rose Maths							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
	Numbers <u>To 20 and beyond</u> building numbers to 20 and identifying them Matching images to numeral Estimating Use white rose maths and Numbersense	Numbers <u>To 20 and beyond</u> building numbers to 20 and identifying them Matching images to numeral Estimating Use white rose maths and Numbersense	Numbers <u>To 20 and beyond</u> building numbers to 20 and identifying them Matching images to numeral Estimating Use white rose maths and Numbersense	Numbers <u>How many now?</u> Add more, how many did I add, takeaway more, how many did I take away? Use white rose maths and Numbersense	Numbers <u>How many now?</u> Add more, how many did I add, takeaway more, how many did I take away? Use white rose maths and Numbersense	Numbers <u>How many now?</u> Add more, how many did I add, takeaway more, how many did I take away? Use white rose maths and Numbersense		

Numerical Patterns Count verbally beyond 10. Understand the ‘one more/one less than’ relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as ‘in front of’ and ‘behind’. Compare numbers using appropriate vocabulary such as ‘more than’ ‘less than’, ‘equal to’. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.	Numerical patterns <u>Manipulate, compose and decompose</u> Selecting shapes for a purpose Rotating shapes Manipulating shapes Explaining shape arrangements Compose shapes Decompose shapes Use white rose maths and Numbersense	Numerical patterns <u>Manipulate, compose and decompose</u> Selecting shapes for a purpose Rotating shapes Manipulating shapes Explaining shape arrangements Compose shapes Decompose shapes Use white rose maths and Numbersense	Numerical patterns <u>Manipulate, compose and decompose</u> Selecting shapes for a purpose Rotating shapes Manipulating shapes Explaining shape arrangements Compose shapes Decompose shapes Use white rose maths and Numbersense	Numerical patterns <u>Manipulate, compose and decompose</u> Selecting shapes for a purpose Rotating shapes Manipulating shapes Explaining shape arrangements Compose shapes Decompose shapes Use white rose maths and Numbersense	Numerical patterns <u>Manipulate, compose and decompose</u> Selecting shapes for a purpose Rotating shapes Manipulating shapes Explaining shape arrangements Compose shapes Decompose shapes Use white rose maths and Numbersense	Numerical patterns <u>Manipulate, compose and decompose</u> Selecting shapes for a purpose Rotating shapes Manipulating shapes Explaining shape arrangements Compose shapes Decompose shapes Use white rose maths and Numbersense		
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<p>Understanding the World</p> <p>Past and Present</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>People, Culture and Communities .</p> <p>Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.</p>	Programme to support People, culture and Communities: Jigsaw							
	Week 1 – Growing	Week 2 – Changing	Week 3 – Emotions	Week 4 – Characters	Week 5 – Settings	Week 6 - Endings	Week 7 –	Next Steps
	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present		
	Compare different stories from the past to modern fairy tales and think about similarities and differences	Compare different stories from the past to modern fairy tales and think about similarities and differences	Learn about significant people that have been kings or queens in our country. Queen Elizabeth	Learn about significant people that have been kings or queens in our country. Learn who is in the royal family now. King Charles	What were buildings made of in the past compared to now – look at Tudor houses (linked to the Great fire of London)			
	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities		
	Share stories from other cultures with the children. Understand the difference between people that are good and bad (using goodies and baddies in fairy tales).	Share stories from other cultures with the children. Understand the difference between people that are good and bad (using goodies and baddies in fairy tales).	Share stories from other cultures with the children. Understand the difference between people that are good and bad (using goodies and baddies in fairy tales).	Look at different types of people and understand how they are different. Understanding that even though we have differences, we are all still human. Disabilities	Look at different types of people and understand how they are different. Understanding that even though we have differences, we are all still human. Vegetarians and vegans	Look at different types of people and understand how they are different. Understanding that even though we have differences, we are all still human. Different skin colour		
	RE: What can we learn from stories?							
	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World			
	What were buildings made of in the past? Compare houses in the stories to our own and those around us in East Harptree (Our Setting)	What were buildings made of in the past? Compare houses in the stories to our own and those around us in East Harptree (Our Setting)	What materials would have been used to build houses. Identify properties of strong materials.	What materials would have been used to build houses. Identify properties of strong materials.	Compare our houses to those around the world – how are they different? Why are they different? Relate to weather and materials. The Natural World			

Expressive Arts and Design Creating with Materials Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing. Being Imaginative and Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps:
	Being imaginative and Creating with Materials Sharing story of the three little pigs. Creating the pig and his straw house using junk modelling and previously learnt techniques. Using collage to support house texture.	Being imaginative and Creating with Materials Sharing story of the three little pigs. Creating the pig and his wood house using junk modelling and previously learnt techniques. Using straws and joining techniques.	Being imaginative and Creating with Materials Sharing story of the three little pigs. Creating the pig and his brick house using junk modelling and previously learnt techniques.	Being imaginative and Creating with Materials Creating their own wolf mask – trying to draw their own shape using observational drawing and collaging with fur, wool and cotton wool to create the right texture.	Being imaginative and Creating with Materials Creating an observational drawing of their own castle and using watercolours and mixing to decorate.	Being imaginative and Creating with Materials Create their own self portraits of them as a king or queen. Using watercolours to support.		
	Music Focus Explore a range of different musical instruments - what different sounds do they make? Why do you think they do this?		Music Focus Learn about the four different groups of musical instruments. String, percussion, woodwind and Brass. Listen to different pieces of music – what differences can you hear?		Music Focus Follow the beat of several songs with instruments and see how it changes for slow songs and fast songs.			