

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

Reception	Summer 1 Onc			Once u	Once upon a time!					
Ubley and East H	larptree									
Role Play: Inside	ole Play: Inside Castle		Role Pla	ay: Outside	Но	me Role play				
Throughout all learning, Characteristics of Learnin	the Reception Team will en	nsure activities and interac	ctions which support the	Active learning - mot	ivation : Being involved ar	nd concentrating; Keeping	g with what they know; Be trying; Enjoying achieving aking links; Choosing ways	what they set out to do		
Personal, Social	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps		
and Emotional	SELF REGULATION	SELF REGULATION	SELF REGULATION	SELF REGULATION	SELF REGULATION	SELF REGULATION				
Development (PSED) Self-Regulation: Talk about their	Show an understanding of their own feelings and those of others.	Show an understanding of their own feelings and those of others.	Show an understanding of their own feelings and those of others.	Begin to regulate behaviour according to recognising feelings of others.	Begin to regulate behaviour according to recognising feelings of others.	Begin to regulate behaviour according to recognising feelings of others.				
feelings using words like 'happy', 'sad',	MANAGING SELF	MANAGING SELF	MANAGING SELF	MANAGING SELF	MANAGING SELF	MANAGING SELF				
'angry' or 'worried'. ELG: Managing Self: Become more outgoing with unfamiliar people and show more confidence in new social situations.	Manage own basic hygiene and personal needs, including dressing and going to toilet.	Manage own basic hygiene and personal needs, including dressing and going to toilet.	Manage own basic hygiene and personal needs, including dressing and going to toilet.	Understand importance of healthy choices.	Understand importance of healthy choices.	Explain reasons for rules, know right from wrong and try to behave accordingly.				
Usually dry and clean during the day. ELG	BUILDING RELATIONSHIPS	BUILDING RELATIONSHIPS	BUILDING RELATIONSHIPS	BUILDING RELATIONSHIPS	BUILDING RELATIONSHIPS	BUILDING RELATIONSHIPS				
Building Relationships: Play with one or more other children, extending and elaborating play ideas.	Continue to develop constructive and respectful relationships.	Continue to develop constructive and respectful relationships.	Continue to develop constructive and respectful relationships.	Continue to build on their conflict resolution skills with some adult support.	Show sensitivity to own and to others' needs.	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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
Development	FINE	FINE	FINE	FINE	FINE	FINE		
(PD)	Use a small range of tools including scissors	Use a small range of tools including scissors	Use a small range of tools including scissors	Use a small range of tools including scissors	Hold a pencil effectively – using	Hold a pencil effectively — using		
Gross	and paint brushes.	and paint brushes.	and paint brushes.	and paint brushes.	tripod grip in most	tripod grip in most		
Start to eat independently and					cases.	cases.		
learning how to use a								
knife and fork. Develop								
skills they need to manage school day								
successfully: lining up	GROSS	GROSS	GROSS	GROSS	GROSS	GROSS		
and queuing;								
mealtimes; personal								
hygiene Fine	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		
Show a preference for	Weekly yoga sessions	Weekly yoga sessions	 Weekly yoga sessions	 Weekly yoga sessions	 Weekly yoga sessions	 Weekly yoga sessions		
a dominant hand. Use	and go noodle brain	and go noodle brain	and go noodle brain	and go noodle brain	and go noodle brain	and go noodle brain		
one handed tools and	breaks throughout the	breaks throughout the	breaks throughout the	breaks throughout the	breaks throughout the	breaks throughout the		
equipment i.e., making snips into paper	week	week	week	week	week	week		
sitips titto paper	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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
and Language (CL)	Listening, Attention and Understanding							
Listening, Attention and Understanding: Understand how to listen carefully and why listening is important. Understand	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.		
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 Offer explanations for why things might happen, making use of recently introduced vocabulary.	Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary.	Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary.	Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary.	Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary.	Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary.		
	Texts: 'Littl	e Red' and 'Billy and th	ne Beast' (Linked texts:	Jim and the beanstalk	, Little Red riding hood	l, Rumpelstiltskin, On	the way home, M r wolf	s pancakes)

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

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

10. Understoand the fone more lone less than relationship between consecutive numbers to 10 Propose cand decompose describe a familiar crute, using words such as important less than, 'equal to 10. Begin to identify evens and adods to 10. Begin to facting between 2 and 3 popters. Select, rotte and manipulates shapes in order to develop spartial reasoning shills. Compose and adecompose and decompose and dec	Numerical Patterns	Numerical patterns	Numerical patterns	Numerical patterns	Numerical patterns	Numerical patterns	Numerical patterns	
than relationship between consecutive numbers to 10 Pegin to leftility evens and add to 10. Begin to create repetiting patterns. Select, rotate and manipulates shapes in order to develop spatial reasoning skills. Compose and adecompose and decompose and and and and analyzed and analyzed and analyzed and analyzed ana	Count verbally beyond	·		•		•	•	
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 even and odds to 10. Begin to dentify even quantities between 2 and of bool 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 shapes to show shapes can be made up of smaller.	10. Understand the	<u>Manipulate,</u>	<u>Manipulate,</u>	<u>Manipulate,</u>	<u>Manipulate,</u>	<u>Manipulate,</u>	Manipulate,	
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made up of smaller	the state of the s							
Shangs I I I I I I I I I I I I I I I I I I I	shapes.							

Understanding	L
the World	
Past and Present	
Compare and contrast	
characters from stories	
including figures from	
the past.	
People, Culture and	
Communities .	
Understand that some	
places are special to	
members of their	
community. Recognise	┡
some similarities and	
1.00	1
differences between life	ı

in other countries.

The Natural World

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.

Harptree (Our Setting)

Harptree (Our Setting)

leek 1 — Growing	Week 2 — Changing	nities: Jigsaw 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	Compare different	Learn about significant	Learn about significant	What were buildings			
ories from the past to	stories from the past to	people that have been	people that have been	made of in the past			
nodern fairy tales and	modern fairy tales and	kings or queens in our	kings or queens in our	compared to now —			
nink about similarities and differences	think about similarities and differences	country.	country. Learn who is in the royal family	look at Tudor houses (linked to the Great fire			
and differences	and differences	Queen Elizabeth	now.	of London)			
		,		, , , , , , ,			
			King Charles				
People, Culture and	People, Culture and	People, Culture and	People, Culture and	People, Culture and	People, Culture and		
Communities	Communities	Communities	Communities	Communities	Communities		
Share stories from	Share stories from	Share stories from	Look at different types	Look at different types	Look at different types		
ther cultures with the	other cultures with the	other cultures with the	of people and	of people and	of people and		
children. Understand	children. Understand	children. Understand	understand how they	understand how they	understand how they		
he difference between	the difference between	the difference between	are different.	are different.	are different.		
people that are good	people that are good	people that are good	Understanding that	Understanding that	Understanding that		
ind bad (using goodies	and bad (using goodies	and bad (using goodies	even though we have	even though we have	even though we have		
and baddies in fairy tales).	and baddies in fairy tales).	and baddies in fairy tales).	differences, we are all still human.	differences, we are all still human.	differences, we are all still human.		
tales).	tales).	tales).	Still Human.	Still Human.	still numan.		
			Disabilities	Vegetarians and	Different skin colour		
				vegans			
			RE: What can we	learn from stories?			
TI NI . 134/ !!	TI N	TI N 1347			1347 11		
The Natural World	The Natural World	The Natural World	The Natural World	The Natu	ral World		
What were buildings	What were buildings	What materials would	What materials would	Compare our houses to t	hose around the world –		
made of in the past?	made of in the past?	have been used to	have been used to		Why are they different?		
Compare houses in the	Compare houses in the	build houses. Identify	build houses. Identify	Relate to weath	er and materials.		
tories to our own and	stories to our own and	properties of strong	properties of strong	The Natu	ral World		
nose around us in East	those around us in East	materials.	materials.				

Expressive Arts	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps:
and Design	Being imaginative and Creating with	Being imaginative and Creating with	Being imaginative and Creating with	Being imaginative and Creating with	Being imaginative and Creating with	Being imaginative and Creating with		
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	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.	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.	Materials Sharing story of the three little pigs. Creating the pig and his brick house using junk modelling and previously learnt techniques.	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.	Materials Creating an observational drawing of their own castle and using watercolours and mixing to decorate.	Materials Create their own self portraits of them as a king or queen. Using watercolours to support.		
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.	Explore a range of differ what different sounds	rent musical instruments - do they make? Why do hey do this?	Learn about the four di instruments. String, per Brass. Listen to differen	Focus fferent groups of musical rcussion, woodwind and at pieces of music — what an you hear?	Follow the beat of severo and see how it changes	Focus al songs with instruments for slow songs and fast ngs.		