


Reception Class – Medium Term Planning Summer 1 2025

<p><u>Personal, Social & Emotional:</u></p> <ul style="list-style-type: none">Keeps play going by responding to what others are saying or doing.Enjoys responsibility of carrying out small tasks.Welcomes and values praise for what they have done.Manage own basic hygieneSet and work towards simple goalsConfident to try new activities.Think about the perspectives of others.Manage their own needs.Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordinglyChildren will be able to control their emotions using a range of techniques.Children will manage their own basic needs independently.Children will learn to work as a group.	<p><u>Communication & Language:</u></p> <ul style="list-style-type: none">Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes, and poems when appropriate.Listen to and talk about stories to build familiarity and understanding.Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<p><u>Physical Development:</u></p> <ul style="list-style-type: none">Combine different movements with ease and fluencyDresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.Jasmine – Applying Physical, Fundamental Movement Skill Focus: Coordination: Sending and receiving. Agility: Reaction/ResponseKnow and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	<p><u>Literacy:</u></p> <ul style="list-style-type: none">Gives meaning to marks they make as they draw, write and paint.Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured.Suggests how the story might end.Read words consistent with their phonic knowledge by sound-blending.	
<p><u>Mathematics:</u></p> <ul style="list-style-type: none">WRM On the moveSuperhero to 20 and beyondFirst then nowCounting patterns beyond 10Odd and EvenSpatial ReasoningSharingNumbers beyond 10Counting patternsMatch, rotate, manipulateAdding moreTaking awayCompose & decompose	<div><p><u>Understanding the World:</u></p><ul style="list-style-type: none">Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in classShows care and concern for living things and the environment.Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.RE - Which places are special and why? Strand: ExpressingUnderstand the past through settings, characters and events encountered in books read in class and storytelling.</div>			<p><u>Expressive Arts & Design:</u></p> <ul style="list-style-type: none">Listen attentively, move to and talk about music, expressing their feelings and responses.Enjoys joining in with dancing and ring games.Taps out simple repeated rhythms.Uses various construction materials.Creates movement in response to music.Uses available resources to create props to support role-play.Create collaboratively sharing ideas, resources, and skills. <p>Moving Patterns – Structure, Area of Learning: Mathematics, Aspect of Learning: Numbers</p>