


## Reception Class – Medium Term Planning Summer 1 2026

<p><u>Personal, Social &amp; Emotional:</u></p> <ul style="list-style-type: none"> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Enjoys responsibility of carrying out small tasks.</li> <li>Welcomes and values praise for what they have done.</li> <li>Manage own basic hygiene</li> <li>Set and work towards simple goals</li> <li>Confident to try new activities.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> <li>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Children will be able to control their emotions using a range of techniques.</li> <li>Children will manage their own basic needs independently.</li> <li>Children will learn to work as a group.</li> </ul>	<p><u>Communication &amp; Language:</u></p> <ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>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.</li> </ul>	<p><u>Physical Development:</u></p> <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency</li> <li>Dresses 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.</li> <li>Jasmine – Applying Physical, Fundamental Movement Skill Focus: Coordination: Sending and receiving. Agility: Reaction/Response</li> <li>Know 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.</li> </ul>	<p><u>Literacy:</u></p> <ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>Children will retell a story using vocabulary influenced by their book. • Children will read longer sentences containing phase 4 words and tricky words.</li> <li>Children will write words which are spelt phonetically.</li> </ul>
 <h1 style="margin: 0;">Animal Kingdom</h1>			
<p style="text-align: center;"><u>Mathematics:</u></p> <ul style="list-style-type: none"> <li>WRM On the move</li> <li>Superhero to 20 and beyond</li> <li>First then now</li> <li>Counting patterns beyond 10</li> <li>Odd and Even</li> <li>Spatial Reasoning</li> <li>Sharing</li> <li>Numbers beyond 10</li> <li>Counting patterns</li> <li>Match, rotate, manipulate</li> <li>Adding more</li> <li>Taking away</li> <li>Compose &amp; decompose</li> </ul>	<p style="text-align: center;"><u>Understanding the World:</u></p> <ul style="list-style-type: none"> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images.</li> <li>Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Shows care and concern for living things and the environment.</li> <li>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.</li> <li>RE - Being special where do we belong? Strand: Living</li> </ul>	<p style="text-align: center;"><u>Expressive Arts Design:</u></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Enjoys joining in with dancing and ring games.</li> <li>Taps out simple repeated rhythms.</li> <li>Uses various construction materials.</li> <li>Creates movement in response to music.</li> <li>Uses available resources to create props to support role-play.</li> <li>Create collaboratively sharing ideas, resources, and skills.</li> <li>Moving Patterns – Structure, Area of Learning: Mathematics, Aspect of Learning: Numbers</li> </ul>	