

Linden Primary School Medium Term Plan – Reception Summer

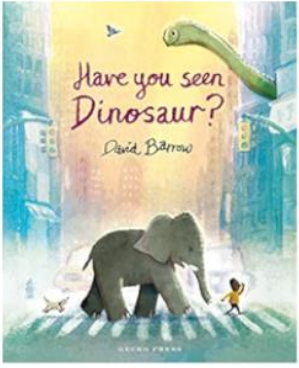
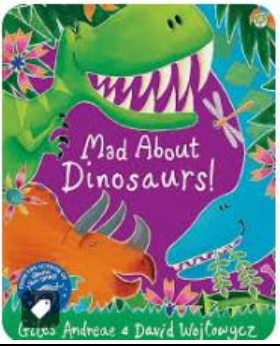
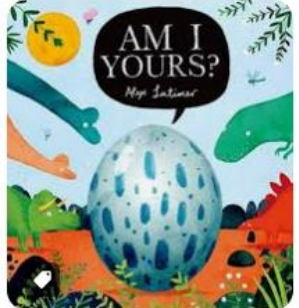
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Themes | Marvellous Me and Once Upon a Time! | Festivals and Space! | Bird Spotting! | Animals-Author study (Catherine Rayner) | Mad about Dinosaurs! | Important People! |
| Focus topics Reception | <ul style="list-style-type: none"> Well-being Friendships My family tree When I was a baby Traditional tales | <ul style="list-style-type: none"> Autumn Space Weather Winter Black history Christmas When I grow up, I want to be.. | <ul style="list-style-type: none"> National Bird Watch Day Similarities and differences between birds Chinese New Year Similarities and differences around the world | <ul style="list-style-type: none"> Spring Growing Planting Friendship Hygiene Recycling/ looking after the planet Easter | <ul style="list-style-type: none"> Similarities and differences over time Past and present | <ul style="list-style-type: none"> Summer Important people Explorers Inventors |
| High quality texts – Reception | <ul style="list-style-type: none"> My Friends If I Were King I'm Almost Always Kind Me and My Family Goldilocks and the Three Bears The Three Billy Goats Gruff Rapunzel The Enormous Turnip The Elves and the Shoemaker | <ul style="list-style-type: none"> I Love the Seasons- Autumn The Leaf Thief Diwali Winter The Nativity Story Whatever Next! Mae Among the Stars Little People, Big Dreams- Mae Jemison Little People, Big Dreams- Neil Armstrong Look Up | <ul style="list-style-type: none"> Birds The Crow and the Peacock Otto Blotter Bird Spotter The Great Race/ My First Chinese New Year The Little Red Hen Puffin Peter | <ul style="list-style-type: none"> Arlo- The lion who couldn't sleep Abigail Augustus and his smile Emperor on ice Smelly Louie Iris and Isaac Easter | <ul style="list-style-type: none"> Have you seen Dinosaur? Mad about Dinosaurs Am I yours? | <ul style="list-style-type: none"> Little People, Big Dreams- Amelia Earhart Little People, Big Dreams- David Attenborough When I Grow Up-Great Leaders My Name is Malala When I Grow Up-Sports Leaders |
| WOW moments/ enrichments | <ul style="list-style-type: none"> Autumn walk Remembrance Day Harvest Time Planting | <ul style="list-style-type: none"> Trip to the library Story teller workshop Nativity Bonfire night/sparklers Diwali Visit the St Deny's Church- Christmas | <ul style="list-style-type: none"> Chinese New Year National Bird Watch Trip at Watermead Park Trip to Ethel Bakery | <ul style="list-style-type: none"> Trip to the pond Hatching eggs Recycling Visit the St Deny's Church- Easter | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Trip to the Farm Sport's Day |

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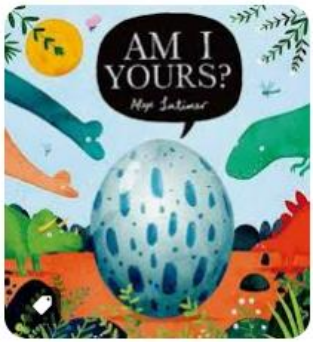
Reception Summer 1 – Disciplinary Knowledge

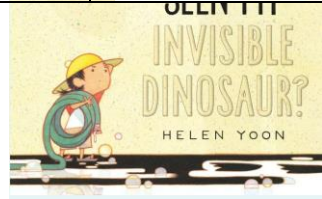
| Communication and language Speaking Listening Understanding | PSED Self-Regulation Managing Self Building Relationships | Physical Development | Literacy Reading Writing | Maths | Understanding the World | Expressive Arts & Design Being Imaginative Music Making Drawing and making skills |
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| <ul style="list-style-type: none"> • I can recall key facts from nonfiction texts we've been reading • I can ask questions to find out more • I can use talk about the past, using new words I've learnt • I speak in longer sentences joined by conjunctions following a spoken model. • I can hold conversations when engaged in back-and-forth exchanges with their teacher and peers. | <ul style="list-style-type: none"> • I can give focused attention to what the teacher says, responding appropriately even when engaged in activity. • I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge • I can understand the importance of healthy food choices. • I can work and play cooperatively and take turns with others. | <ul style="list-style-type: none"> • I can use a range of small tools, including scissors, paint brushes and cutlery. • I can begin to show accuracy and care when drawing. • I can form some capital letters matched to lower case letters that I know, with some support. • I can play group games which involve ball skills and control of large-scale movements. • I can hold a pencil using a tripod grip most of the time. • I can independently use a range of large and small apparatus indoors and outside. | <ul style="list-style-type: none"> • I can read aloud simple sentences and books that are consistent with my phonic knowledge, • I can read most tricky words that I have learnt so far. • I can anticipate – where appropriate – key events in stories • I can use and understand recently introduced vocabulary during discussions. • I can read and spell longer words containing adjacent consonants • I can write a sequence of simple sentences using any taught digraphs / trigraphs (when guided) • I can form most letters correctly. • I can write simple phrases and sentences that can be read by others. | <p><u>How many now? (2 weeks)</u></p> <ul style="list-style-type: none"> • Add more • How many did I add? • Take away • How many did I take away? <p><u>Sharing and grouping (2 weeks)</u></p> <ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping • Grouping • I know what numbers are odd or even by sharing • Play with and build doubles | <ul style="list-style-type: none"> • I can show how different religions / cultures are similar and different from my own. • I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • I can explain some similarities and differences between life in this country and life in other countries. | <ul style="list-style-type: none"> • I can recognise the way patterns are made in different cultures. • I can use patterns to inspire my own work. • I can say how I could improve my work. • I know who (add artist) is and can talk about her work. • I can talk about how different types of music make me feel. • I can share my creations, explaining the process they have used. • I can make use of props and materials when role playing characters in narratives and stories. • I can invent, adapt and recount narratives and stories with peers and my teacher. |

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| Week | Key text | Substantive Knowledge Development matters link | Phonics sounds: | Writing outcome | Maths Outcome | Cooking activity/ Gardening | Art/ D&T activity | Parental Engagement/ Extra Curricular Activity | Extra-Curricular Activity | Assessment/ Learning walk | Key questions Key Vocabulary | Trips | Homework |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|----------------------------------------------|------------------------------------------------|---------------------------|--------------------------------------------|------------------------------|-------|----------|
| 1 28.4.25 |  <p>Children to ask questions about dinosaurs. What dinosaurs do they know? Do they all look the same?</p> | | Sum1 W4: Phase 4 Tricky word: there, when, what, one | Simple re-tell of the story. They went to city. They went underground. They went to the park. They went up a hill and found the dinosaur. Create an imaginary dinosaur My dinosaur has | Unit 13- W1: View how many Step 1 and 2 | | Collage/ junk modelling to create a dinosaur | | | Emma Visiting Thursday 1 st May | observe | | |
| 2 5.5.25 |  | | Sum1 W5: Phase 4 Tricky word: out, today | I like the ____. It is ____ | Unit 13- W2: View how many Step 1 and 2 | | Collage/ junk modelling to create a dinosaur | | | | | | |
| 3 12.5.25 |  | | | | Unit 14- W1: Sharing and grouping Step 1, 2, 3 | gardening | | | | Summer 1: LW Assessment | | | |

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| 4 | 19.5.25 |  | Sum2 W1: Phase 4 | What am I? I have a long tail. I have three horns. I have short legs. | Unit 14- W2: Sharing and grouping Step 4, 5, 6 | baking cupcakes | | | | | | | | Monday Send letters for Stoughton farm trip |
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Reception Summer 1 Milestones to work towards to be 'on track' and meet Early Learning Goals (ELG)

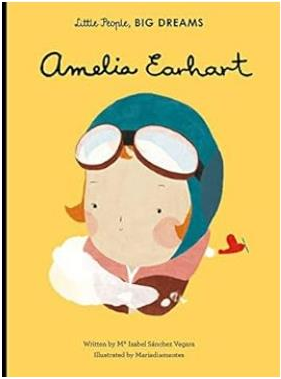
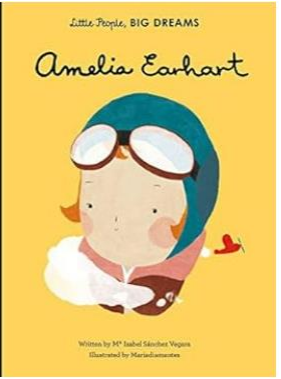
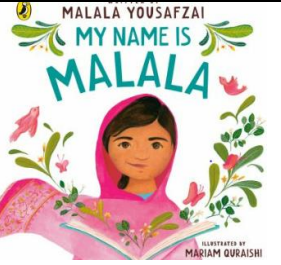
| CLL | PSE | PD | Lit | Maths | UW | EA |
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| <ul style="list-style-type: none"> I can recall key facts from nonfiction texts we've been reading I can ask questions to find out more I can use talk about the past, using new words I've learnt I speak in longer sentences joined by conjunctions following a spoken model. I can hold conversations when engaged in back-and-forth exchanges with their teacher and peers. | <ul style="list-style-type: none"> I can give focused attention to what the teacher says, responding appropriately even when engaged in activity. I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge I can understand the importance of healthy food choices. I can work and play cooperatively and take turns with others. | <ul style="list-style-type: none"> I can use a range of small tools, including scissors, paint brushes and cutlery. I can begin to show accuracy and care when drawing. I can form some capital letters matched to lower case letters that I know, with some support. I can play group games which involve ball skills and control of large-scale movements. I can hold a pencil using a tripod grip most of the time. I can independently use a range of large and small apparatus indoors and outside. | <ul style="list-style-type: none"> I can read aloud simple sentences and books that are consistent with my phonic knowledge, I can read most tricky words that I have learnt so far. I can anticipate – where appropriate – key events in stories I can use and understand recently introduced vocabulary during discussions. I can read and spell longer words containing adjacent consonants I can write a sequence of simple sentences using any taught digraphs / trigraphs (when guided) I can form most letters correctly. I can write simple phrases and sentences that can be read by others. | <p><u>How many now? (2 weeks)</u></p> <ul style="list-style-type: none"> Add more How many did I add? Take away How many did I take away? <p><u>Sharing and grouping (2 weeks)</u></p> <ul style="list-style-type: none"> Explore sharing Sharing Explore grouping Grouping I know what numbers are odd or even by sharing Play with and build doubles | <ul style="list-style-type: none"> I can talk about the past in contrast to the present using pictures, characters, and stories. I can show how different religions / cultures are similar and different from my own. I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps I can explain some similarities and differences between life in this country and life in other countries. | <ul style="list-style-type: none"> I can recognise the way patterns are made in different cultures. I can use patterns to inspire my own work. I can say how I could improve my work. I know who (add artist) is and can talk about her work. I can talk about how different types of music make me feel. I can share my creations, explaining the process they have used. I can make use of props and materials when role playing characters in narratives and stories. I can invent, adapt and recount narratives and stories with peers and my teacher. |

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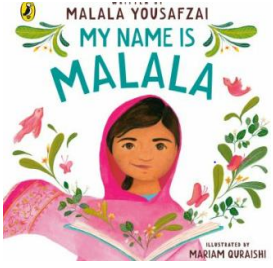
Reception Summer 2 – Disciplinary Knowledge

| Communication and language Speaking Listening Understanding | PSED Self-Regulation Managing Self Building Relationships | Physical Development | Literacy Reading Writing | Maths | Understanding the World | Expressive Arts & Design Being Imaginative Music Making Drawing and making skills |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • I can ask questions and explain what I understand by the answers. • I can use talk to plan ahead using new words I've learnt. • I speak in longer sentences joined by conjunctions. • The stories I make up include aspects of story language • | <p>ELG Achieved</p> | <ul style="list-style-type: none"> • I can use a tripod grip to form all letters (lower case) using the teach handwriting scheme. • I can travel with confidence and skill, negotiating space independently. • I can understand the importance of exercise and healthy eating. • I can use cutlery independently to cut my food. • I can play group games which involve ball skills and control of large-scale movements. • I can independently use a range of large and small apparatus indoors and outside. | <ul style="list-style-type: none"> • I can write recognisable letters, most of which are formed correctly. • I can use finger spaces between my words. • I can hold my sentence in my head before writing it down using my phonic knowledge. • I can read most phase 2, 3 and 4 tricky words. • I can write most phase 2 and 3 tricky words and some phase 4 tricky words. • I can re-read the sentence I wrote back to the teacher. • I can read phase 4 set 1 books. • I can start to use capital letters and full stops in some of my sentences and sometimes correctly. • • I can use conjunctions to join sentences together with some adult support. | <p><u>Explore 3D shapes (2 weeks)</u></p> <ul style="list-style-type: none"> • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment <p><u>Manipulate, compose and decompose (2 weeks)</u></p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures <p><u>Make connections (1 week)</u></p> <ul style="list-style-type: none"> • Deepen understanding Patterns and relationships | <ul style="list-style-type: none"> • I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. • I can understand the past through settings, characters and events encountered in books read in class and storytelling. • I can talk about the past in contrast to the present using pictures, characters, and stories. | <ul style="list-style-type: none"> • I know who (add artist) is and can talk about her work. • I know who (add artist) is and can talk about his style. • I can explore using watercolours. • I can use watercolours to create a still life picture. • I can design and make my own sculpture. • I can explain the creative choices of others. • I can name a few different musical / dance styles • I can draw / paint / collage plants that I've observed or researched |

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|--------------|-------------------------------------------------------------------------------------|------------------------------------------------|--|------------------------------------------------------------|------------------------------------------------------|------------------|--------------------------------|------------------------------------------------|---------------------------|-----------------------------------------------|------------------------------|-------|----------------------------------------------------------|
| 1 2.6.25 |  | | | Sum2 W2: Phase 4 Tricky word: Recap | Unit 15 W1: Explore 3-D shapes Step 1, 2, 3, 4 | Gardening | Writing artwork over two weeks | | | | | | |
| 2 9.6.25 |  | | | Sum2 W3: Phase 4 Tricky word: Recap | Unit 15 W1: Explore 3-D shapes Step 5, 6, 7 | | Father's day cards | | | Phonics Screening test | | | Maths- Take pictures of objects and name the 3-D shapes. |
| 3 16.6.25 |  | | | Sum2 W4: Phase 4 Tricky word: Recap | Unit 16 W1: Manipulate, compose and decompose | | | | | Emma visiting Wednesday 18 th June | | | |

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|--------------|-----------------------------------------------------------------------------------|--|---------------------------------------------------------------|--|--------------------------------------------------------------|-------------------------|--|--|--|----------------------------|--|------------------------------------------------------|--|
| 4 23.6.25 |  | | Sum2 W5: Phase 4 Tricky word: Recap | | Unit 16 W2: Manipulate, compose and decompose | D&T: Making pizza | | | | | | | |
| 5 30.6.25 | | | | | Unit 17 W1: Visualise, build and Map | | | | | Summer 2: LW Assessment | | Trip to Stoughton Farm 8 th July | |
| 7.6.25 | End of year Transitions | | Recap all sounds and tricky words. | | | | | | | | | | |

Linden Primary School Medium Term Plan – Reception Summer

| Reception Summer 2 Milestones to work towards to be 'on track' | | | | | | |
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| CLL | PSED | PD | Lit | Maths | UW | EAD |
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