

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

Reception Ubley and East Harptree	Summer 1	Once upon a time!	
Role Play: Inside	Castle/Throne Room	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:	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.		

Show a preference for a dominant hand. Use one handed tools and equipment i.e., making snips into paper	breaks throughout the week Negotiate space and obstacles safely, with consideration for themselves and others.	breaks throughout the week Negotiate space and obstacles safely, with consideration for themselves and others.	breaks throughout the week Negotiate space and obstacles safely, with consideration for themselves and others.	breaks throughout the week Know and talk about different factors that support overall health.	breaks throughout the week Know and talk about different factors that support overall health.	breaks throughout the week Know and talk about different factors that support overall health.		
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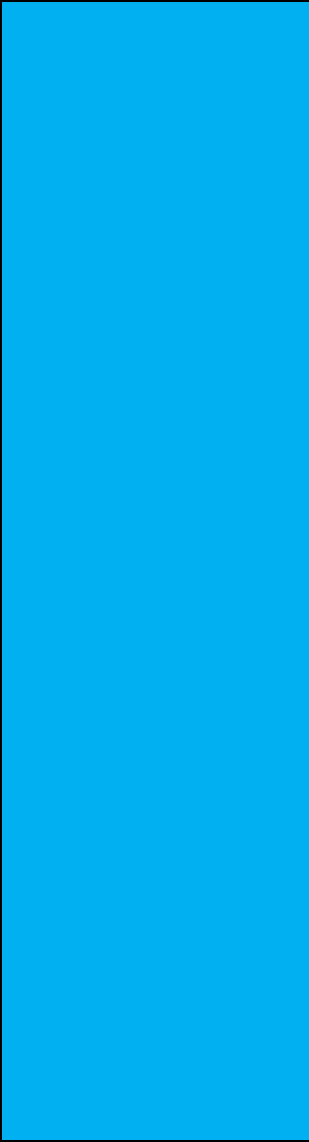
Communication and Language (CL)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps
Listening, Attention and Understanding: Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Speaking: Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts.	Listening, Attention and Understanding Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listening, Attention and Understanding Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listening, Attention and Understanding Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listening, Attention and Understanding Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listening, Attention and Understanding Listen attentively and respond to what they hear and ask questions to clarify their understanding.	Listening, Attention and Understanding Listen attentively and respond to what they hear and ask questions to clarify their understanding.		
	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.		
Literacy	Texts: 'Bun on the Run' and 'The Great Fairy-tale disaster' (Linked texts: Jim and the beanstalk, Little Red riding hood, Rumpelstiltskin, On the way home, Mr wolfs pancakes)							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps

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.	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4 Adjacent consonants	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4 Adjacent consonants	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4 Adjacent consonants	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4 Adjacent consonants	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4 Adjacent consonants	Word Reading: Identifying and using tricky and high frequency words Phonics: ULS Phase 4 Adjacent consonants		
	Comprehension Demonstrate understanding of what has been read to them by retelling stories. Daily story time with snack Bun on the Run	Comprehension Demonstrate understanding of what has been read to them by retelling stories. Daily story time with snack Bun on the Run	Comprehension Demonstrate understanding of what has been read to them by retelling stories. Daily story time with snack Bun on the Run	Comprehension Anticipate key events in stories, using recently introduced vocabulary. 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 The Great Fairy-tale disaster	Comprehension Anticipate key events in stories, using recently introduced vocabulary. Daily story time with snack The Great Fairy-tale disaster		
	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	Programmes using to support Maths: Number and White Rose Maths							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps

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. 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	Numbers <u>To 20 and beyond</u> building numbers to 20 and identifying them Matching images to numeral Estimating Use white rose maths and Mastering Number	Numbers <u>To 20 and beyond</u> building numbers to 20 and identifying them Matching images to numeral Estimating Use white rose maths and Mastering Number	Numbers <u>To 20 and beyond</u> building numbers to 20 and identifying them Matching images to numeral Estimating Use white rose maths and Mastering Number	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 Mastering Number	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 Mastering Number	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 Mastering Number		
	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 Mastering Number	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 Mastering Number	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 Mastering Number	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 Mastering Number	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 Mastering Number	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 Mastering Number		

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.



Understanding 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 differences between life in this country and life 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.	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 Compare different stories from the past to modern fairy tales and think about similarities and differences	Past and Present Compare different stories from the past to modern fairy tales and think about similarities and differences	Past and Present Learn about significant people that have been kings or queens in our country. Queen Elizabeth	Past and Present Learn about significant people that have been kings or queens in our country. Learn who is in the royal family now. King Charles	Past and Present What were buildings made of in the past compared to now – look at Tudor houses (linked to the Great fire of London)	Past and Present		
	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).	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).	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).	People, Culture and Communities 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	People, Culture and Communities 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	People, Culture and Communities 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		
	LSP EYFS RE UNIT: What is special about our world?							
	The Natural World LSP UNIT – HABITATS Lesson 1 – What is a habitat and why is it important for a living thing? Lesson 2 – What habitats can we find in our school and what plants grow there?		The Natural World LSP UNIT – HABITATS Lesson 3 – Which animals can we find in garden habitats in the UK? Lesson 4 – What is a desert habitat like and how do plants grow there?		The Natural World LSP UNIT – HABITATS Lesson 5 – How are garden and desert habitats different? How are they the same? Lesson 6 – What is different and what is the same about animals in deserts and animals in UK gardens?			

	<i>LSP UNIT – FORCES</i> <i>Lesson 1 – What is a push and a pull?</i> <i>Lesson 2 – Why do some objects float and some objects sink?</i>	<i>LSP UNIT – FORCES</i> <i>Lesson 3 – What happens when we put salt on ice?</i>	<i>LSP UNIT – FORCES</i> <i>Lesson 4 – How does a magnet attract an object and why does this happen?</i>		
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Expressive Arts and Design	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Next Steps:
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.	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.		
	<i>Sing up – Down under the sea</i> <i>Song bag, nursery rhymes</i>							