

**Our Approach:** We believe that high levels of child involvement lead to accelerated levels of progress. Our environment is set up to give children the opportunity to self-manage, to take initiative and self-direct their learning. There are some skills which need to be explicitly taught and so adult directed activities take place at various points throughout the day. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we will be encouraging through play and through our direct teaching.



<b>Medium Term Plan      Year: Reception      Term: Summer 1      Theme: Growing and Living</b>					
<b>Maths</b>					
<p><b>Week 1 - Cardinality, ordinality and counting</b> (counting – larger sets)</p> <ul style="list-style-type: none"> <li>- count things that cannot be seen (sounds)</li> <li>- revisit rules for how to count</li> <li>- discuss and practise strategies for counting larger sets</li> <li>- count things that cannot be seen (actions)</li> <li>- discuss and practise strategies for counting larger sets by moving objects</li> <li>- count things that cannot be seen (periods of time)</li> <li>- discuss and practise strategies for counting larger sets by moving images</li> <li>- make or represent own collections of larger amounts</li> <li>- practise counting on from a given number</li> <li>- discuss and practise strategies for counting larger amounts that cannot be moved</li> </ul> <p><b>White Rose - Visualise,</b></p>	<p><b>Week 2 - Subitising</b> (subitising to 6)</p> <ul style="list-style-type: none"> <li>- visualise, make and describe spatial arrangements of 6</li> <li>- practise subitising to 6</li> <li>- make and describe arrangements of 6</li> <li>- listen to rhythmic patterns of up to 5 sounds and determine the quantity</li> <li>- recognise Numberblocks and related doubles patterns on fingers without counting</li> <li>- subitise doubles amounts shown on 10-frames</li> </ul> <p><b>White Rose - Visualise, build and map</b></p> <ul style="list-style-type: none"> <li>- create own pattern rules</li> </ul> <p><b>Inside Opportunity:</b> Supply paint and printing materials for the children to use to make their own patterns of 6. <i>Are there any patterns where it's easier to see 6?</i></p> <p><b>Outside Opportunity:</b> Place a container of marbles and cardboard tubes in a play tray layered</p>	<p><b>Week 3 - Composition</b> (‘5 and a bit’)</p> <ul style="list-style-type: none"> <li>- use fingers to make doubles patterns</li> <li>- consolidate use of finger patterns to represent numbers within 5</li> <li>- use fingers to represent numbers within 5, understanding that the ‘whole’ has not changed</li> <li>- use own models and/or drawings to explore and represent the numbers within 5</li> <li>- use die frames as a different structure with which to represent the same numbers within 5</li> <li>- use spatial language to describe arrangements</li> <li>- match die frames to ways of making 5</li> <li>- explore ways of representing numbers within 5 using 10-frames</li> <li>- make links between different representations of numbers within 5</li> </ul> <p><b>White Rose - Visualise, build and map</b></p> <ul style="list-style-type: none"> <li>- explore own pattern rules</li> </ul> <p><b>Inside Opportunity:</b></p>	<p><b>Week 4 - Composition</b> (composition - of 10)</p> <ul style="list-style-type: none"> <li>- visualise and use spatial language to describe numbers of dots</li> <li>- represent the same quantities to 10 using 10-frames and double dice frames</li> <li>- match 10-frames with finger patterns and numerals</li> <li>- use structured arrangements to show 10 and 9</li> <li>- begin to explore ways to make 10</li> <li>- represent ways to make 10 using structured arrangements</li> <li>- decide when to subitise and when to count quantities</li> <li>- say the different ways that 10 can be made</li> </ul> <p><b>White Rose - Visualise, build and map</b></p> <ul style="list-style-type: none"> <li>- replicate and build scenes and constructions</li> </ul> <p><b>Inside Opportunity:</b> Play barrier games with the</p>	<p><b>Week 5 - Comparison</b> (comparison – linked to ordinality)</p> <ul style="list-style-type: none"> <li>- identify missing numbers in the counting sequence to 5</li> <li>- order towers of cubes or number plates from 1–10 on a class number track</li> <li>- identify missing numbers in the counting sequence to 10</li> <li>- match different representations of number to towers (or number plates) on a number track</li> <li>- use language to describe positions on a number track</li> <li>- use the language of ‘more than’ and ‘less than’ when describing positions on a number track</li> <li>- begin to understand the rules for simple linear track games</li> <li>- use the language of ‘more than’ and ‘less than’ when describing positions on a number track</li> <li>- describe and follow the rules for simple, linear track games</li> </ul>	<p><b>Week 6</b></p> <p>Review and consolidate concepts as identified through teacher assessment</p> <p><b>White Rose - Visualise, build and map</b></p> <ul style="list-style-type: none"> <li>- describe positions</li> </ul> <p><b>Inside Opportunity:</b> Activity planned to consolidate learning as identified by teacher assessment.</p> <p><b>Outside Opportunity:</b> Activity planned to consolidate learning as identified by teacher assessment.</p>

<p><b>build and map</b> - identify units of repeating patterns</p> <p><b>Inside Opportunity:</b> Provide baskets of mixed objects (up to 20 of each item) for the children to sort. <i>How many of each object have we got?</i></p> <p><b>Outside Opportunity:</b> Place skittles or similar games in the outdoor environment, so the children can count while they play. For example, how many skittles can they knock down; how many times can they catch a beanbag; how many steps can they take around an obstacle course without touching the ground?</p>	<p>with e.g. sand/fabric/cotton wool. Ask the children to take a handful of marbles and roll them down the tubes and into the tray. <i>How many can you see in this group? Can you spot any groups of 6? When do you need to count?</i></p>	<p>Provide opportunities for the children to play independent games with 5 double-sided objects (e.g. counters, beanbags, etc.), as described in the Small group work section. <i>How do you know that you still have 5? Can you show me on your fingers?</i></p> <p>Supply the children with pictures of kittens and 'beds' (e.g. strips of card or wooden blocks) to use to re-enact the rhyme. <i>How many kittens are on the bed? How many have bumped their heads? Can you draw a picture to show me?</i></p> <p><b>Outside Opportunity:</b> Encourage the children to play skittles with 5 skittles or 5 plastic bottles containing sand. <i>How many have you knocked over? How many are left standing? Are there still 5?</i></p>	<p>children. <i>I've got 10 counters altogether. I'm going to hide some of them under this cloth. How many can you see here? How many are hidden under the cloth? Are there still 10 counters altogether?</i></p> <p><b>Outside Opportunity:</b> Leave 10-frames and double dice frames in outdoor spaces, and encourage the children to fill them with objects.</p>	<p><b>White Rose - Visualise, build and map</b> - visualise from different positions</p> <p><b>Inside Opportunity:</b> Provide resources from the session materials for the children to play their own simple track games using soft toys/small world toys as the game players. <i>Don't forget to say the numbers your toy jumps on!</i></p> <p><b>Outside Opportunity:</b> Draw chalked outlines outdoors for the children to play their own track games by jumping from space to space. <i>Remember – don't count your starting position!</i></p> <p>Supply chalk or craft materials for the children to use to construct their own track games.</p>	
<p><b>Supported and developed through:</b></p> <ul style="list-style-type: none"> <li>- Daily 'Mastering Number' or 'White Rose' sessions</li> <li>- The focused indoor or outdoor maths activity carefully linked to the direct teaching session or that builds on children's interests is now a 'must do' activity across the week</li> <li>- Opportunities to explore mathematical concepts independently within Continuous Provision both in the Mathematical Area and in the wider environment</li> <li>- Adult interactions within the Continuous Provision build on concepts explicitly taught in class and take account of each child's mathematical development</li> </ul>					
<p><b>English - Phonics and word reading</b></p>					

<b>Week 1</b>  - short vowels - CVCC  <b>Tricky words:</b> said so have like	<b>Week 2</b>  - short vowels - CVCC CCVC  <b>Tricky words:</b> some come love do	<b>Week 3</b>  - short vowels - CCVCC CCCVC CCCVCC - longer words  <b>Tricky words:</b> were here little says	<b>Week 4</b>  - longer words - compound words  <b>Tricky words:</b> there when what one	<b>Week 5</b>  - root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est  <b>Tricky words:</b> out today	<b>Week 6</b>  Assess and review week
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**Objectives:**

- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

**Supported and developed through:**

- Little Wandle phonics
- Reading with children; three directly taught sessions per week and within the Continuous Provision
- Review all tricky words thought so far
- Interventions for identified children
- Hitherfield Heroes read with children who need additional practice

**English - Core text and Writing**

<b>Week 1</b>  <b>Drawing Club</b>  	<b>Week 2</b>  	<b>Week 3</b>  	<b>Week 4</b>   	<b>Week 5</b>   
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**Objectives:**

- **Spell words by identifying the sounds and then writing the sound with letter/s** using known grapheme- phoneme correspondences
- Write a short sentence using a capital letter and sometimes a full stop

- Form almost all letters correctly

**Supported and developed through:**

- Weekly modelled writing session and writing challenge
- Drawing Club - enhanced reading and vocabulary acquisition opportunities
- Weekly handwriting sessions
- Explicitly taught spelling through Little Wandle sessions
- Explicitly taught sentence writing through Little Wandle
- Adults modelling writing captions or labels for constructions
- Adults modelling writing within the continuous provision
- Adult will support letter formation using Little Wandle formation phrases

## English - Comprehension

**Additional Texts for Story Time**



**Objectives:**

- **Listen to and talk about stories to build familiarity and understanding**
- Talk about stories - recall, discuss characters and say what might happen next


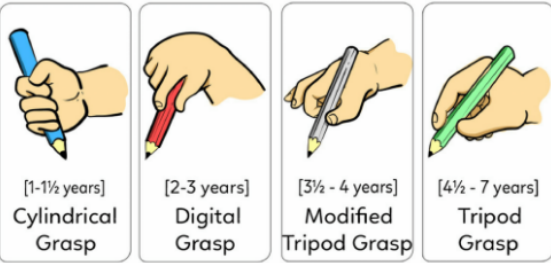
**Supported and developed through:**

- Daily storytime in class ensure children are exposed to and have opportunity to talk about a range of high quality texts
- Display quality books in attractive book areas
- Join in with children during small world play, taking on different roles
- Focus this term on utilising the performance area to retell and perform familiar stories

## Communication and Language



<b>Objectives</b> (Listening, Attention and Understanding): <ul style="list-style-type: none"><li>- <b>Listen to and talk about stories to build familiarity and understanding</b></li><li>- Understand who, where, when, what, why and how questions</li><li>- <b>Engage in non-fiction books</b></li></ul>		<b>Objectives</b> (Speaking): <ul style="list-style-type: none"><li>- <b>Articulate their ideas and thoughts in well-formed sentences</b></li><li>- <b>Explain how things work and why they might happen</b></li></ul>	
<b>Supported and developed through Continuous Provision by:</b> <ul style="list-style-type: none"><li>- High quality interactions between adults and children are key</li><li>- Adults will watch and observe children and ensure progress through: <i>communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges</i></li><li>- Small world opportunities enhanced where appropriate where appropriate according to children’s interests and topics</li></ul>			
<b>Adult directed activities:</b> <ul style="list-style-type: none"><li>- Continue daily story time, ensuring children are exposed to a range of text types</li><li>- Learn a Poem of the half term - <b>This Little Pencil by Matt Goodfellow</b></li><li>- Show and tell and time with opportunities for other children to ask clarifying questions</li><li>- Directed activities (through Growing and Living topic) focus on children articulating their ideas, describing events and connecting sentences</li></ul>			
Personal Social Emotional Development			
<b>Objectives</b> (Self-regulation): <ul style="list-style-type: none"><li>- <b>Know and talk about the different factors that support their overall health and wellbeing:</b><ul style="list-style-type: none"><li>• <b>regular physical activity</b></li><li>• <b>healthy eating</b></li><li>• <b>toothbrushing</b></li><li>• <b>sensible amounts of ‘screen time’</b><ul style="list-style-type: none"><li>• <b>having a good sleep routine</b></li><li>• <b>being a safe pedestrian</b></li></ul></li></ul></li><li>- Follow more complex instructions</li></ul>		<b>Objectives</b> (Managing Self): <ul style="list-style-type: none"><li>- <b>Know and talk about the different factors that support their overall health and wellbeing:</b><ul style="list-style-type: none"><li>• <b>regular physical activity</b></li><li>• <b>healthy eating</b></li><li>• <b>toothbrushing</b></li><li>• <b>sensible amounts of ‘screen time’</b><ul style="list-style-type: none"><li>• <b>having a good sleep routine</b></li><li>• <b>being a safe pedestrian</b></li></ul></li></ul></li><li>- Put a coat on independently including any fastening</li></ul>	
<b>Supported and developed through Continuous Provision by:</b> <ul style="list-style-type: none"><li>- Adult modelling</li><li>- Encourage children to find resolutions and compromises by supporting discussion</li><li>- Supporting interactions within the provision</li><li>- Choice in the environment with a selection of tools and resources to carry out tasks</li><li>- Healthy eating topics and provisions within the environment</li><li>- Creating a healthy snack</li><li>- Keeping safe on the class trip</li><li>- Introduce Hitherfield Learner Dispositions: trust</li></ul>			
<b>Adult directed activities:</b> <ul style="list-style-type: none"><li>- Carpet sessions on what makes a good friend and finding solutions</li></ul>			
Physical Development			

<p><b>Fine Motor Objectives:</b></p> <ul style="list-style-type: none"><li>- Develop the foundations of a handwriting style which is fast, accurate and efficient</li><li>- Form almost all letters correctly</li></ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>- Continue to develop use of tripod grip</li><li>- Zig-zag monster letters (<b>z, w, v, x</b>)</li></ul> <div></div> <div></div>		<p><b>Gross Motor Objectives:</b></p> <ul style="list-style-type: none"><li>- Confidently and safely use a range of small apparatus alone and in a group</li></ul> <p><b>Taught PE session - Sports Day Activities</b></p> <ul style="list-style-type: none"><li>- Run in different ways for a variety of purposes</li><li>- Jump in a range of ways, landing safely</li><li>- Throw underarm</li><li>- Throw an object at a target</li><li>- Negotiate space and obstacles safely, with consideration for themselves and others</li></ul>	
<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"><li>- Specific fine motor area utilised to develop cutting, threading, picking up and manipulating small objects</li><li>- Opportunity to engage in the woodwork area, including use of a saw</li><li>- Encourage children to draw freely and colour inside lines</li><li>- Support with holding and using utensils whilst the children are eating lunch</li><li>- Opportunities for children to put on and take off clothes including shoes and buttons</li></ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"><li>- Drawing Club through Core Text</li><li>- Opportunity to engage in the woodwork area</li><li>- Once weekly handwriting sessions beginning to develop pencil grip and posture for handwriting</li><li>- Children use appropriate pencils or use pencil grips if required</li><li>- Following and creating patterns on a large and small scale</li></ul>		<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"><li>- Continuous provision offers a range of opportunities for climbing, large scale building and construction, balancing, pushing and pulling, wheeled objects such as wheelbarrows, prams</li><li>- Games area offers a range of opportunity to develop throwing and catching, ball skills, skipping, ribbon twirling and using hoops</li><li>- Opportunity to play on large scale climbing equipment in the trim trail</li><li>- Encourage children to take risks and talk to them about how to stay safe</li></ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"><li>- Weekly taught PE session</li></ul>	
<b>Understanding the World</b>			
<p><b>Objectives: Past and Present:</b></p> <ul style="list-style-type: none"><li>- Fit three people / events on a blank timeline (human or animal life cycle or 3 pictures of themselves growing)</li><li>- Show images of familiar situations in the past, such as</li></ul>		<p><b>Objectives: People, Culture and Communities:</b></p> <ul style="list-style-type: none"><li>- Explore the natural world around them</li><li>- Talk about how Muslims celebrate Eid</li></ul>	
		<p><b>Objectives: The Natural World:</b></p> <ul style="list-style-type: none"><li>- Describe what they see, hear and feel whilst outside</li></ul> <p><b>Plants:</b></p>	

homes, schools, and transport		<ul style="list-style-type: none"> <li>- Explore the plants in the surrounding natural environment</li> <li>- Grow plants</li> <li>- Investigate- Does the biggest fruit have the biggest seeds?</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>- Gain an understanding of the human lifecycle</li> </ul> <p><b>Light:</b></p> <ul style="list-style-type: none"> <li>Explore shadows</li> <li>Explore rainbows</li> </ul>
<p><b>Supported and developed in Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Outside area role play based on minibeasts and gardening to prompt discussion of life cycles and seasonal changes</li> <li>- Talk about ourselves and how we change over the years; discuss baby photos and compare things they could do then and now</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Sequencing and timeline activities through core text</li> </ul>	<p><b>Supported and developed in Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Earth Day 22nd April 2025- How to look after our planet? Read the book - 'Clean Up' and assembly to focus on this on Friday</li> </ul>	<p><b>Supported and developed in Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Digging area in the outside provision</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Observing life cycles through keeping butterflies</li> <li>- Planting seeds and watching them grow</li> <li>- Keeping a bean diary</li> <li>- Observational drawings of beans, plants and life cycles</li> <li>- Trip to Crystal Palace farm</li> </ul> <p><b>Outdoor learning opportunities include:</b></p> <ul style="list-style-type: none"> <li>- Bug hotel making within our nature area</li> <li>- Using magnifying glasses to explore and investigate</li> <li>- Minibeast hunt</li> </ul>
<b>Expressive Arts and Design</b>		
<p><b>Creating With Materials: Natural Art</b></p> <p><b><u>Printmaking using natural materials:</u></b></p> <ul style="list-style-type: none"> <li>- Create simple pictures by printing from objects</li> <li>- Develop simple patterns by using objects, possibly exploring symmetry</li> <li>- Enjoy taking rubbings: leaf, brick, coin</li> <li>- Enjoy creating pictures using stencils</li> </ul> <p><b><u>Healthy Eating:</u></b></p> <ul style="list-style-type: none"> <li>- Create a healthy snack</li> <li>- Manage their own needs - personal hygiene</li> <li>- Know and talk about the different factors that support their overall health and wellbeing: including healthy eating</li> </ul>		<p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>- Explore and engage in music making, performing solo and in groups</li> <li>- Develop storylines in their pretend play</li> </ul> <p><b>Music (Singing Assembly):</b></p> <ul style="list-style-type: none"> <li>- <b>Listen attentively, move to and talk about music, expressing their feelings and responses.</b></li> <li>- <b>Sing in a group or on their own, increasingly matching the pitch and following the melody</b></li> <li>- Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> </ul>

<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Enhancements in role play to reflect current learning and may be linked to themes and stories which are familiar</li> <li>- Provide free choice and process driven art activities - charcoal and pastels</li> <li>- Children learn to use Seesaw to document the processes that children use to create their own work enabling them to recall and share what they did and what they enjoyed</li> </ul> <p><b>Adults are aware of the stages of development in terms of art and design but might introduce children to:</b></p> <ul style="list-style-type: none"> <li>- Cutting out a shape and sticking to a line</li> <li>- Supervised use of more complex cutting tools within the woodwork area</li> <li>- Joining surfaces using: stitching and staples</li> <li>- Developing joining techniques such as tabs for glueing and hinges</li> <li>- Creating textured paint using different techniques such as dabbing, strokes</li> <li>- Printing patterns and exploring symmetry</li> <li>- Exploring tone through colour mixing</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Observational drawings of beans, plants and life cycles - experimenting with charcoal and pastels</li> </ul>	<p><b>Supported and developed through Continuous Provision by:</b></p> <ul style="list-style-type: none"> <li>- Children to utilise the stage area within Continuous Provision</li> <li>- Adults play with children in the Continuous Provision suggesting and modelling ways for children to build on their storylines</li> <li>- Instruments available within the Continuous Provision</li> </ul> <p><b>Adult directed activities:</b></p> <ul style="list-style-type: none"> <li>- Weekly singing assembly</li> </ul>
<p><b>Computing Offer</b></p>	
<p><b>Focus: Preparing children to access and use Seesaw independently, ready for Year 1</b></p> <ul style="list-style-type: none"> <li>- Know that work they create belongs to them</li> <li>- Name their work (put it in their own folder)</li> <li>- Take a photograph using the camera</li> <li>- Record a short film using the camera</li> <li>- Watch films back</li> <li>- Record their voice over a picture</li> <li>- Scan a QR code</li> <li>- Identify some simple personal information (name, address, birthday, age, location)</li> <li>- Describe the people I can trust and can share this with; I can explain why I can trust them</li> </ul>	
<p><b>French Offer</b></p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Listen to and understand familiar spoken words/phrases - classroom commands</li> <li>- Listen to, learn and perform a song for French assembly - possibly 'J'aime Les Fruits'</li> </ul>	