### Reception medium term plan

**Summer 2 2019**

**Teachers:** KJ, LB, KR

**Topic:** On the Move

**Red Hill Primary School**

<table>
<thead>
<tr>
<th>Personal, Social and Emotional Development</th>
<th>Communication and Language</th>
<th>Physical Development</th>
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<tbody>
<tr>
<td><strong>Making Relationships</strong></td>
<td><strong>Listening and Attention</strong></td>
<td><strong>Moving and Handling</strong></td>
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<tr>
<td>- Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others.</td>
<td>- Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</td>
<td>- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</td>
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<td>- Takes steps to resolve conflicts with other children, e.g. finding a compromise.</td>
<td>- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</td>
<td>- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</td>
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<td>- Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</td>
<td><strong>Understanding</strong></td>
<td>- Travels with confidence and skill around, under, over and through balancing and climbing equipment.</td>
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<td><strong>Self-confidence and Self-awareness</strong></td>
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<td><strong>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</strong></td>
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<td>- Confident to speak to others about own needs, wants, interests and opinions.</td>
<td>- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</td>
<td><strong>Health and self-care</strong></td>
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<td>- Can describe self in positive terms and talk about abilities.</td>
<td>- Able to follow a story without pictures or props.</td>
<td>- Practices some appropriate safety measures without direct supervision.</td>
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<td>- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</td>
<td>- Listens and responds to ideas expressed by others in conversation or discussion.</td>
<td>- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</td>
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<td>- Uses language to imagine and recreate roles and experiences in play situations.</td>
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<td>- Links statements and sticks to a main theme or intention.</td>
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<td>- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</td>
<td>- Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</td>
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<td>- Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</td>
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### Personal, Social and Emotional Development

#### Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others.

#### Takes steps to resolve conflicts with other children, e.g. finding a compromise.

#### Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

### Self-confidence and Self-awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

### Managing Feelings and Behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Reception medium term plan

**Literacy**

**Reading**
- To continue a rhyming string
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoy an increasing range of books.
- Children read and understand simple sentences. They use phonetic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing**
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.
- Children use their phonetic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple ways which match their spoken sounds. They also write phonetically plausible.

**Numbers**
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.
- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Mathematics**
- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, Space and Measure**
- Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.
- Uses everyday language related to time.
- Beginning to use everyday language related to money. Orders and sequences familiar events.
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe.

**Understanding the World**

**People and Communities**
- Enjoys joining in with family customs and routines.
- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The World**
- Looks closely at similarities, differences, patterns and change.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology**
- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.
- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Expressive arts and design**
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.
- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being Imaginative**
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.