

Reception - Plants - Medium Term Planning- Summer 1 (2025/2026)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
13.0 4.26	Form positive attachments to adults and friendships with peers (ELG) Playing with peers in the new role play area (Dentist)	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	Use a range of small tools, including scissors, paintbrushes and cutlery (ELG) Paint a flower and then cut out once dried.	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Challenge: Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Drawing Club - Story Book: Room on the Broom. Draw the witch - SS: The witch on the broom had a long green cloak. Draw the setting - SS: The broom flew	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception) Letters and Sounds and Bug Club Phonics. Phase 3, week 6. Teach four more vowel digraphs- ar or ur ow. Practise reading	NCETM - Summer 1 - Week 19 - Composition. Subitise. (Reception) Subitise (recognise quantities without counting) up to 5 (ELG). Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG). Lesson 1: To identify doubles and provide reasoning. Lesson 2: To identify doubles and provide reasoning. Lesson 3: To identify doubles and explain the 'whole' of it. Lesson 4: To show double patterns on their fingers in response to being given the whole.	Understand and some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG) Learn about what plants need to	Sing a range of well-known nursery rhymes and songs (ELG) Shropshire Music Services with Rosie.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in	Creating and Thinking Critically- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup Role play area Creating and thinking critically- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Colour sorting activity

their teacher (ELG)
Talk about what the children did in the Easter holidays and share with each other.

*in the night sky, the witch flew over the dark wood, the fog was thick on the path.
Invent the witch a new super-fast broomstick - SS: The broomstick was too fast for the cat, the broomstick went up and down in the sky.
The witch makes a new potion - what does it do? SS: The red pot can make the frog big/small. The potion will make all the dragon's disappear. The potion can make all the animals breathe fire, just like the dragon could!*

Read words consistent with their phonic knowledge by sound-blending (ELG)

and writing captions and sentences.
Practise reading two-syllable words.
Teach phase 3 tricky words- he, she, we, me, be, was, my, you AND they.

grow and live.

class (ELG)
What plants and trees are there in our Forest School area?
Use a tick list to identify them.

				<p>Challenge: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Read and match topic pictures to captions and sentences-</p>						
<p>2 20.0 4.26</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG) Recap on</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding (ELG) Chn to bring something in from home for</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Challenge: Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a</p>	<p>NCETM - Summer 1 - Week 20 - Composition</p> <p>Subitise. (Reception) Subitise (recognise quantities without counting) up to 5 (ELG). Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG).</p> <p>Lesson 1: To compare objects that are similar and different to each other.</p>	<p>*Forest School Activity * Explore the natural world around them, making observations and drawing pictures of animals</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG)</p>	<p>*UW Activity*</p>	<p>Active Learning- Review their progress as they try to achieve a goal. Check how well they are doing Puzzles</p> <p>Active Learning- Use a range of strategies to reach a goal they have set themselves Who can make the tallest tower? Chn to</p>

	class rules and expectations	show and tell.	ng (ELG) Act out the story 'Jasper's Beans talk' using a range of movement.	<p>Drawing Club - Story Book: Room on the Broom.</p> <p>Draw the witch - SS: The witch on the broom had a long green cloak.</p> <p>Draw the setting - SS: The broom flew in the night sky, the witch flew over the dark wood, the fog was thick on the path.</p> <p>Invent the witch a new super-fast broomstick - SS: The broomstick was too fast for the cat, the broomstick went up and down in the sky.</p> <p>The witch makes a new potion - what does it do? SS: The red pot can make the frog big/small. The potion will make all the dragon's disappear. The potion can make all</p>	<p>few exception words (Reception)</p> <p>Letters and Sounds and Bug Club Phonics. Phase 3, week 6. Teach four more vowel digraphs- oi ear air ure. Practise reading and writing captions and sentences. Practise reading two-syllable words. Teach phase 3 tricky words- he, she, we, me, be, was, my, you AND they.</p>	<p>Lesson 2: To describe and sort objects depending on their attributes.</p> <p>Lesson 3: To describe the attributes of the Numberblocks and sort into groups of odd and even.</p> <p>Lesson 4: To sort Numberblocks into groups of odd and even and describe those that contain a double.</p>	and plants (ELG) Can we find anything growing in the Forest School area?	Shropshire Music Service - Tuesday AM		have a choice of construction resources to use
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				<p><i>the animals breathe fire, just like the dragon could!</i></p> <p>Read words consistent with their phonic knowledge by sound-blending (ELG) Challenge: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Read and match topic pictures to captions and sentences-</p>						
3 27.0 4.26	Show an understanding of their own feelings and those of others, and	Listen attentively and respond to what they hear with relevant questions, comments and actions	Move energetically, such as running, jumping, dancing, hopping	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic	NCETM - Week 21 - Cardinality, ordinality and counting. Count objects, actions and sounds. (Reception) Count beyond ten. (Reception) Have a deep understanding of number to 10, including the composition of each number. (ELG) Lesson 1: To count things	Know some similarities and differences between things in the past and now, drawing	Share their creations, explaining the process they have used (ELG) Make the	Make use of props and materials when role playing characters in narratives and	Playing and Exploring-Make independent choices. Do things independently that they have been previously taught Create a farm animal using creative resources.

<p>begin to regulate their behaviour accordingly (ELG) Twinkl Jack and the Beans talk Hook Letter is a good way of introducing and discussing the emotions felt by</p>	<p>when being read to and during whole class discussions and small group interactions (ELG) Read Jack and the Beanstalk story to chn.</p>	<p>g, skipping and climbing (ELG) Act out the story of Jack and the Beans talk using a range of movement.</p>	<p>representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG) Drawing Club - Story Book: The Owl & the Pussycat Lesson 1: Focus on designing the characters. SS: The owl has big green eyes and the cat has a pink hat. Lesson 2: Focus on the pea-green boat. SS: The owl and the pussycat sail a big green boat. Lesson 3: Focus on the land where the bong-tree grows.</p>	<p>knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) Letters and Sounds and Bug Club Phonics. RECAP Phase 3. Practise reading and writing captions and sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.</p>	<p>that cannot be seen - sounds. Lesson 2: To count things that cannot be seen - actions. Lesson 3: To make or represent their own collection of larger amounts. Lesson 4: To discuss and practice strategies for counting larger amounts that cannot be moved e.g. cross/tick them off.</p>	<p>on their experiences and what has been read in class (ELG) Linked to Jack and the Beanstalks discuss how people did use to live in castles/manor houses and why.</p>	<p>giant's castle or Jack's house using various construction resources of choice. Share with group and explain what they have done and how.</p>	<p>stories (ELG) Make an outside shelter for Jack to hide in and chn to role play</p>	<p>Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into a slot, they try another piece to see if it will fit Tweezers and marble putting into different containers, ice cube trays, tees.</p>
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	<i>the giant and Jack. Children can talk about how they are feeling and how Jack could say he was sorry.</i>			<p>SS: The bong tree has strong roots, and it is very tall.</p> <p>Lesson 4: Focus on the wedding.</p> <p>SS: The pig gave the owl and the pussycat his gold ring.</p>						
4 04.0 5.26	May Bank Holiday	Offer explanations for why things might happen, making use of recently introduced	Negotiate space and obstacles safely, with consideration for them	<p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Read words consistent with their phonic knowledge by sound-blending (ELG)</p> <p>Read aloud simple sentences and books that are consistent</p>	<p>NCETM - Week 22 - Subitising</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3- and 4-year-olds). Subitise. (Reception).</p>	*Forest School Activity *	Perform songs, rhymes, poems and stories with others, and (when appropriate)	*See UW Activity.*	<p>Active Learning- Review their progress as they try to achieve a goal. Check how well they are doing Puzzles</p> <p>Active Learning- Use a range of strategies to</p>

		<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</p> <p><i>Act out story map of Jack and the Beanstalk</i></p>	<p>elves and others (ELG)</p> <p><i>Play a parachute game to encourage children to work together. One of the children will act as 'Jack' and go under the parachute. Another child (the giant)</i></p>	<p>them and representing the sounds with a letter or letters (ELG)</p> <p>Challenge: Write simple phrases and sentences that can be read by others (ELG)</p> <p>Drawing Club - Story Book: The Owl & the Pussycat</p> <p>Lesson 1: Focus on designing the characters.</p> <p>SS: The owl has big green eyes and the cat has a pink hat.</p> <p>Lesson 2: Focus on the pea-green boat.</p> <p>SS: The owl and the pussycat sail a big green boat.</p> <p>Lesson 3: Focus on the land where the bong-tree grows.</p>	<p>with their phonic knowledge, including some common exception words (ELG)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p><i>Letters and Sounds and Bug Club Phonics. RECAP Phase 3. Practise reading and writing captions and sentences. Practise reading two-syllable words. RECAP all phase 3 tricky words.</i></p>	<p>Subitise (recognise quantities without counting) up to 5. (ELG).</p> <p>Lesson 1: To use counters to create patterns of 6.</p> <p>Lesson 2: To create patterns of 6 and identify the pattern of 'not 6'. Challenge: provide reasoning.</p> <p>Lesson 3: To recognise double patterns on their fingers without counting.</p> <p>Lesson 4: To subitise double amounts shown on the 10 frames.</p>	<p>tions and drawing pictures of animals and plants (ELG)</p> <p><i>Plant carrot s, potato es, tomat oes, cress, sunflo wers and flower s in the outdoo r area.</i></p>	<p>try to move in time with music (ELG)</p> <p><i>Shropshire Music Service</i></p>	<p>reach a goal they have set themselves</p> <p><i>Who can make the tallest tower? Chn to have a choice of construction resources to use</i></p>
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goes on top of the parachute. The giant must try to find Jack while the rest of the group try to hide him by shaking the parachute

SS: The bong tree has strong roots, and it is very tall.

Lesson 4: Focus on the wedding.

SS: The pig gave the owl and the pussycat his gold ring.

Lesson 5: Think about what the owl and the pussycat took with them on the boat (some honey and plenty of money, wrapped up in a five-pound note) - what would you take?

Write a list.

Lesson 6: The owl and the pussycat went to the land where the bong-tree

				grows - where would you go? Design your own island. SS: My island has mountains and rivers made from sweets and chocolate.						
5 11.0 5.26	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG) What do you think might happen next in the story	Demonstrate strength, balance and coordination when playing (ELG) Using large equipment, such as benches, climbing wall	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG)	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in	NCETM - Summer 1 - Week 23 -Composition Subitise. (Reception) Subitise (recognise quantities without counting) up to 5 (ELG). Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG). Lesson 1: To consolidate their use of finger patterns to represent the composition of 5. Lesson 2: To use their fingers to represent the composition of 5 and identify a missing part of 5.	Understand and some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG)	*Forest School Activity * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and	*See EAD Activity *	Playing and Exploring- Reach for and accept objects. Make choices and explore different resources and materials Loose parts

	<p>Share Twinkl 'I Am Feeling... Angry' Power Point. Reflect on our own experiences and how we can calm ourselves down. What advice can they give the giant?</p>	<p>of Jack and the Beanstalk?</p>	<p>bars, tunnels and A-frame climbing frames, encourage the children to imagine they are climbing a large beanstalk. When children are ready, can they challenge themselves to</p>	<p>Drawing Club - Story Book: Superworm</p> <p>Lesson 1: Draw the character.</p> <p>SS: Superworm is long and strong. He helps all of his friends.</p> <p>Lesson 2: Draw the setting.</p> <p>SS: Superworm lives under the dark ground. He wriggles in the soil.</p> <p>Lesson 3: A new monster is coming to town! Who is it?</p> <p>SS: The green monster has big eyes and sharp teeth so the animals hide.</p>	<p>them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG)</p> <p><i>Letters and Sounds and Bug Club Phonics. Phase 4-week 1. Teach and practise reading and spelling of CVCC words. Reading and writing sentence containing words and tricky words. Teach tricky words for reading- said, so. Teach tricky words for spelling he, she, we, me, be.</i></p>	<p>Lesson 3: To identify that 6 can be composed as 5 and 1, and 7 can be composed as 5 and 2.</p> <p>Lesson 4: To represent numbers 6-9 on their fingers as 5 'and a bit'.</p>	<p>Order life cycle of a bean plant pictures and discuss.</p>	<p>function (ELG) Make natural headbands.</p>		
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			<p><i>climb a little higher?</i></p> <p>Lesson 4: Design a vehicle so that the animals can escape the monster! A flying bus or bug car with wings?</p> <p>SS: The bus is long and it can fly away from the monster.</p> <p>Lesson 5: Superworm needs to trap the monster! How? A sticky mud trap!</p> <p>SS: Superworm can trap the monster in the sticky mud net.</p>							
<p>6 18.0 5.26</p>	<p>Work and play cooperatively and take turns</p>	<p>Participate in small group, class and one-to-one discussions</p>	<p>Hold a pencil effectively in preparation for fluent writing</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG)</p>	<p>NCETM - Summer 1 - Week 24 - Composition</p> <p>Subitise. (Reception) Subitise (recognise quantities without counting) up to 5 (ELG). Explore and represent patterns within numbers up to</p>	<p>Understand some important processes and changes</p>	<p>Safely explore a variety of materials, tools, and techniques,</p>	<p>*See UW Activity*</p>	<p>Creating and thinking critically- Know more, so feel confident about coming up with their own ideas.</p>

	<p>with others . (ELG). Water plants .</p>	<p>ns, offering their own ideas, using recently introduced vocabulary. (ELG) Children to discuss how to grow and care for a plant. This could be recorded and 'sent' to another class to watch.</p>	<p>g – using the tripod grip in almost all cases. (ELG). Letter formation practice.</p>	<p>which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG)</p> <p>Drawing Club - Story Book: Superworm</p> <p>Lesson 1: Draw the character.</p> <p>SS: Superworm is long and strong. He helps all of his friends.</p> <p>Lesson 2: Draw the setting.</p> <p>SS: Superworm lives under the dark ground. He wriggles in the soil.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) Letters and Sounds and Bug Club Phonics. Phase 4-week 2. Teach and practise reading and spelling of CCVC words. Reading and writing sentence containing words and tricky words. Teach</p>	<p>10, including evens and odds, double facts and how quantities can be distributed equally. (ELG).</p> <p>Lesson 1: To identify when 10 is shown using structured arrangements of objects.</p> <p>Lesson 2: To explore ways in which 10 can be made up of 2 parts.</p> <p>Lesson 3: To solve problems involving the composition of 10.</p> <p>Lesson 4: To identify the missing part of 10 in structured arrangements.</p>	<p>in the natural world around them, including the seasons and changing states of matter. (ELG) Explore the outdoor area and compare the different rates of growth in the plants and trees.</p>	<p>experimenting with colour, design, texture, form and function . Create a picture of a flower or plant using natural materials.</p>	<p>Make more links between those ideas. Pictures of different uniforms and objects. Match together. Which 'person who helps us' do they belong to?</p>
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Lesson 3: A new monster is coming to town! Who is it?

SS: The green monster has big eyes and sharp teeth so the animals hide.

Lesson 4: Design a vehicle so that the animals can escape the monster! A flying bus or bug car with wings?

SS: The bus is long and it can fly away from the monster.

**Lesson 5:
Superworm needs to trap the monster!
How? A sticky mud trap!**

tricky words for reading- have, like, some, come. Teach tricky words for spelling was, you

				SS: Superworm can trap the monster in the sticky mud net.						

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 01.0 6.26	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG) Show chn powerpoint of languages	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG) Discuss whether anyone did anything in the half term holiday and where they went.	Negotiate space and obstacles safely, with consideration for themselves and others. (ELG) Demonstrate strength, balance and coordination when playing. (ELG). Move energetically,	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG) Drawing Club - Story Book: The Snail & the Whale. Lesson 1: Characters - link to	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are	NCETM- Week 25 - Comparison Automatically recall number bonds for numbers 0-10 (Reception) Challenge: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG) Learn number bonds up to 5 and 10. 4X lessons.	Talk about the lives of the people around them and their roles in society (ELG) Show chn all around the world powerpoint.	Share their creations, explaining the process they have used. (ELG). Natural dye paintings, berries, coffee etc.	*See EAD activity.*	Active Learning- Use a range of strategies to reach a goal they have set themselves Who can make the strongest bridge? Chn to have a choice of construction resources to use and various characters to 'test' the bridge e.g. small world animals vs larger animals.

	<p><i>from around the world. Chn discuss different languages in the classroom and learn ways to say hello in some of the languages</i></p>		<p>such as running, jumping, dancing, hopping, skipping and climbing . (ELG).</p> <p>PE with Mrs Dillon</p>	<p>Maths focus & compare the 2.</p> <p>SS: The Snail is tiny and the Whale is ginormous!</p> <p>Lesson 2: Create a map of all the places they visited.</p> <p>SS: They see mountains, forests and beaches.</p> <p>SS: They travel to hot deserts and icy lands.</p> <p>Lesson 3: Focus on descriptive language (adjectives).</p> <p>SS: The sea is deep and dark. The waves are powerful.</p> <p>Lesson 5: Focus on the whale being swept ashore.</p>	<p>correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG)</p> <p><i>Letters and Sounds and Bug Club Phonics. Phase 4- week 4. Teach and practise reading and spelling of words containing adjacent consonants. Reading and writing sentence containing words and</i></p>					
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				<p>SS: The whale gets stuck on the beach. The snail finds a way to save the whale.</p> <p>Lesson 6: The Snail & the Whale return to the dock. They other snails join them. Where is the first place the Snail & the Whale take them to see and why?</p> <p>SS: They take the snails to see the mountains because they are so tall.</p>	<p><i>tricky words. Teach tricky words for reading- do, when, out, what. Teach tricky words for spelling my, her.</i></p>					
2 08.0 6.26	Work and play cooperatively and take turns with others (ELG)	Make comments about what they have heard and ask questions to clarify	Use a range of small tools, including scissors, paintbrushes	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG)	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by	NCETM – Week 26 – Subitising on Rekenrek Fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3- and 4-year-olds).	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)	Safely use and explore a variety of materials, tools and techniques, experimenting with colour,	Share their creations, explaining the process they have used	Active Learning- Use a range of strategies to reach a goal they set themselves

	<p>Encourage children to work together to build a large-scale aeroplane /boat in the outdoor area. Encourage the children to talk to each other throughout the process and work together to resolve difficulties</p>	<p>their understanding (ELG) Listen to key sea facts and talk about it with their partners</p>	<p>and cutlery (ELG) 2d shape cut landmarks - find them on the globe.</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG)</p> <p>Drawing Club - Story Book: The Snail & the Whale.</p> <p>Lesson 1: Characters - link to Maths focus & compare the 2.</p> <p>SS: The Snail is tiny and the Whale is ginormous!</p> <p>Lesson 2: Create a map of all the places they visited.</p> <p>SS: They see mountains, forests and beaches.</p>	<p>sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG)</p>	<p>Subitise. (Reception). Subitise (recognise quantities without counting) up to 5. (ELG).</p> <p>Lesson 1: To orientate the rekenrek correctly and push a number of beads with one finger.</p> <p>Lesson 2: Use 'one finger, one push' to move a number of beads on the top row ALL AT ONCE to the far left of the rekenrek.</p> <p>Lesson 3: To explore 'one more' patterns of beads on the rekenrek.</p> <p>Lesson 4: To explore 'one fewer' patterns of beads on the rekenrek.</p>	<p>Revisit the ppt from last session (all around the world) first. Discuss where children live. Do we live in the same place? Are all our houses the same? Which part of Craven Arms do people live in?</p>	<p>design, texture, form and function (ELG) Flag collages.</p>	<p>(ELG) Make a Forest School crown using paper, masking paper and natural materials</p>	<p>Construction resources to make hospital, school, police station etc. Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Coloured compare bears to put in the correct</p>
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			<p>SS: They travel to hot deserts and icy lands.</p> <p>Lesson 3: Focus on descriptive language (adjectives).</p> <p>SS: The sea is deep and dark. The waves are powerful.</p> <p>Lesson 5: Focus on the whale being swept ashore.</p> <p>SS: The whale gets stuck on the beach. The snail finds a way to save the whale.</p> <p>Lesson 6: The Snail & the Whale return to the dock. They other snails join them. Where is the first place the Snail & the Whale take</p>	<p><i>Letters and Sounds and Bug Club Phonics. Phase 4 RECAP.</i></p>					<p><i>order on the sheets.</i></p>
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				<p>them to see and why?</p> <p>SS: They take the snails to see the mountains because they are so tall.</p>						
<p>3 15.0 6.26</p>	<p>Work and play cooperatively and take turns with others (ELG) <i>In small groups play matching pairs game with flags from around the world.</i></p>	<p>Make comments about what they have heard and ask questions to clarify their understanding (ELG) <i>Look at photos of homes around the world. Chn to discuss and ask appropriate</i></p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others (ELG) <i>Parachute games.</i></p>	<p>Write in Father's Day Cards. Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG)</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p>	<p>NCETM - Week 27 - Comparison - Review & Assess</p> <p>Early Learning Goal: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other.</p> <p>Automatically recall number bonds for numbers 0-10 (Reception) Challenge: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG)</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG) <i>Discuss where children live. Do we live in the same place? Are all our houses the same? Which part of Craven Arms do people live in?</i></p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) <i>Father's Day cards</i></p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been</p>	<p>Creating and Thinking Critically- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p> <p><i>Indoor and outdoor role play areas to be set up.</i> Active Learning- Keep on</p>

		questions		<p>Drawing Club: <i>Adventures of the Past - Maggie & the Ferocious Beast - The Lost Bottle.</i></p> <p>Lesson 1: <i>Character.</i></p> <p>SS: <i>The ferocious beast is yellow with big red spots.</i></p> <p>Lesson 2: <i>Where does the bottle go?</i></p> <p>SS: <i>There are lots of boats in the sea.</i></p> <p>Lesson 3: <i>A note has arrived in the classroom! What does it say? Who needs help?</i></p> <p>SS:</p>	<p>Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) Letters and Sounds and Bug Club Phonics. Phase 4 RECAP.</p>	<p>Lesson 1: Compare 2 sets of objects to ten using language or 'more than' or 'fewer than'.</p> <p>Lesson 2: To use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number.</p> <p>Lesson 3: To order towers to 10 - recognising the 'one more' pattern of number.</p> <p>Lesson 4: To explore the order and magnitude of numbers to 10.</p>			<p>read in class. Compare plants growing in different areas e.g. green house, indoors and in the planters</p>	<p>trying when things are difficult. Chn to set up the water guttering to transport water from one end to the other.</p>
4 22.0 6.26	Manage their own basic hygiene and personal	Offer explanations for why things might	Move energetically, such as running, jumping,	Spell words by identifying the sounds and then writing the sound with letter/s (Reception)	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)	<p>NCETM - Week 28 - Counting - Review & Assess</p> <p>Early Learning Goal: Verbally count beyond</p>	Explain some similarities and differences between life in this country and life in	Safely use and explore a variety of materials, tools and	*See EAD activity * Repeat lesson,	Playing and exploring- Bring their own interests and

	<p>needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG) Linked to a healthy diet try a range of food from around the world.</p>	<p>happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG) Read 'Around the world with Max and Lemon' Twinkl story to chn.</p>	<p>dancing, hopping, skipping and climbing (ELG) Follow the leader</p>	<p>Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG) Drawing Club: Adventures of the Past - Maggie & the Ferocious Beast - The Lost Bottle.</p>	<p>Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p>	<p>20, recognising the pattern of the counting system Count objects, actions and sounds. (Reception) Count beyond ten. (Reception) Have a deep understanding of number to 10, including the composition of each number. (ELG) Lesson 1: To arrange 6 or 8 objects into groups that can be subitised. Lesson 2: To join in with the counting sequence to 10 and remember when to stop when they count to the end of a set of jumps/claps/hops. Lesson 3: Count 20 objects. Lesson 4: To practice counting to 100 and share strategies for</p>	<p>other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps (ELG) Look at 'the world, UK and Europe map' powerpoint from Twinkl. Discuss different countries.</p>	<p>techniques, experimenting with colour, design, texture, form and function (ELG) Use junk modelling to make a famous building/landmark from around the world.</p>	<p>choose a different landmark and use natural resources.</p>	<p>fascinations into early year settings. This helps them to develop their learning. Porridge oats and milk/water. Mixing different quantities together. How does more/less liquid change the porridge. Creating and thinking critically- Sort materials. For example, at tidy-up time, children know how to put</p>
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					Write simple phrases and sentences that can be read by others (ELG) <i>Letters and Sounds and Bug Club Phonics. Phase 4 RECAP.</i>	counting larger amounts that cannot be moved.				different construction materials in separate baskets <i>Sort the different objects from 'Goldilocks and the three bears' into who they belong to, thinking about size and even objects which are in the story which can't be included.</i>
5 29.0 6.26	Set and work towards simple goals, being able to wait for what they want	Listen attentively and respond to what they hear with relevant	Use a range of small tools, including scissors, paintbr	Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic	NCETM - Week 29 - Number patterns - Review & assess Early Learning Goal: Explore and represent patterns within numbers up to 10, including evens and odds, double facts	Explain some similarities and differences between life in this country and life in other countries, drawing on	Safely use and explore a variety of materials, tools and techniques, experimen	*See EAD activity.*	Playing and exploring- Plan and think ahead about how they will explore or play with objects

	<p>and control their immediate impulses when appropriate (ELG) Work together in small groups to sequence pictures from Handa's Surprise</p>	<p>questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG) Read Handa's Surprise story to the class</p>	<p>ushes and cutlery (ELG) Chn to cut out and make Handa's Surprise character lollipop puppets</p>	<p>which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG) Drawing Club - Story Book: Handa's Surprise. Lesson 1: Character and setting. Where does Handa live? SS: Handa lives in Kenya and it is very sunny. Lesson 2: Write a list of the fruits that Handa collected to take to Akeyo in the next village.</p>	<p>knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that</p>	<p>and how quantities can be distributed equally. Lesson 1: To make and describe double patterns on their fingers. Lesson 2: To sort numbers to 10 according to whether it is a double/is not a double. Lesson 3: To make and describe double patterns on a Rekenrek. Lesson 4: To sort models into those that contain odd or even numbers of interlocking cubes.</p>	<p>knowledge from stories, non-fiction texts and (when appropriate) maps (ELG) Look at 'EYFS Africa' powerpoint and compare our lives to those people living in Africa.</p>	<p>ting with colour, design, texture, form and function. (ELG) Bark rubbing pictures of the world.</p>		<p>Stacking cups Playing and exploring- Reach for and accept objects. Make choices and explore different resources and materials Explore and play with slime</p>
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				<p>Lesson 3: Choose an animal out of the story and write about which fruit it took from Handa. Challenge: Include adjectives.</p> <p>SS: The Zebra took the round, juicy orange from Handa's basket.</p> <p>Lesson 4: Think about the animals that live in Africa. A new animal comes along. Choose a different fruit for them to take. Challenge: include adjectives.</p> <p>SS: The buffalo takes the yummy strawberry from Handa's basket.</p> <p>Lesson 5: If you were Akeyo what</p>	can be read by others (ELG) <i>Letters and Sounds and Bug Club Phonics. Phase 4 RECAP.</i>						
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				<p>would you like Handa to give you?</p> <p>SS: I would like Handa to give me a basket full of juicy raspberries.</p>						
<p>6 06.0 7.26</p>	<p>Show sensitivity to their own and to others' needs. (ELG). Chn to discuss a special item that they would take on a trip around the world. Listen to and respect others' decisions.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p>	<p>Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG). Globe collages</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Challenge: Write simple phrases and sentences that can be read by others (ELG)</p> <p>Drawing Club - Story Book: Handa's Surprise.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p>	<p>NCETM - Week 30 - Automatic Recall - Review & Assess</p> <p>Early Learning Goal: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including doubles facts).</p> <p>Lesson 1: To understand that 5 can be partitioned in different ways.</p> <p>Lesson 2: To use their knowledge around 5 to work out a missing number.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG). Invite the children to become explorers by looking at a variety of world maps, atlases and globes. Provide magnifying glasses for children to use and invite them to talk about</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG) Shropshire Music Services.</p> <p>Provide chn with large paper to make their own 'magic carpet'</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) Explore the outdoor</p>	<p>Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasingly force to push a puzzle piece into the slot, they try another piece to see if it will fit. Marble run</p> <p>Playing and exploring- Guide their own thinking</p>

		<p>ons. (ELG) <i>Chn</i> <i>listen to the story of the snail and the whale.</i></p>		<p>Lesson 1: Character and setting. Where does Handa live?</p> <p>SS: Handa lives in Kenya and it is very sunny.</p> <p>Lesson 2: Write a list of the fruits that Handa collected to take to Akeyo in the next village.</p> <p>Lesson 3: Choose an animal out of the story and write about which fruit it took from Handa. Challenge: Include adjectives.</p> <p>SS: The Zebra took the round, juicy orange from Handa's basket.</p> <p>Lesson 4: Think about the animals</p>	<p>Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG) <i>Letters and Sounds and Bug Club Phonics. Phase 4 RECAP.</i></p>	<p>Lesson 3: To use dice frames as a different structure with which to represent different numbers in 5.</p> <p>Lesson 4: To visualise and describe dice patterns of up to '5 and 5'.</p>	<p><i>what they can see.</i></p>	<p><i>that will take them anywhere they would like in the world. USE FOLLOWING WEEK WITH PASSPORTS.</i></p>	<p><i>area and compare the different rates of growth in the plants and trees.</i></p>	<p>and actions by actions by talking to themselves while playing. For example, a child doing a jigsaw puzzle might whisper under their breath: "Where does that one go? - I need to find the big horse." <i>Summer themed small world area.</i></p>
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				<p>that live in Africa. A new animal comes along. Choose a different fruit for them to take. Challenge: include adjectives.</p> <p>SS: The buffalo takes the yummy strawberry from Handa's basket.</p> <p>Lesson 5: If you were Akeyo what would you like Handa to give you?</p> <p>SS: I would like Handa to give me a basket full of juicy raspberries.</p>						
7 13.0 7.26	Give focused attention to what the teacher says, responding appropriately	Express their ideas and feelings about their experiences using full	Hold a pencil effectively in preparation for fluent writing -	Read words consistent with their phonic knowledge by sound-blending (ELG) Challenge: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some	Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by	<p>NCETM - Week 31 - Understanding of numbers to 10 - Review & Assess</p> <p>Early Learning Goal: Have a deep understanding of number to 10, including</p>	Know some similarities and differences between different religious and cultural communities in this country, drawing on their	Safely use and explore a variety of materials, tools and techniques, experimenting with colour,		

	<p>tely even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (ELG). Show chn a teddy and a suitcase. Decide where teddy is going on holiday and help him to pack his suitcase.</p>	<p>sences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG). Chn to add a new destination (using descriptive language) in the story of the snail</p>	<p>using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. (ELG). Provide chn with passpor</p>	<p>common exception words (ELG) Re-read previous writing to their partner to check it makes sense.</p>	<p>sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Write recognisable letters, most of which are correctly formed (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG)</p>	<p>the composition of each number.</p> <p>Lesson 1: To use their fingers and frames to represent '5 and a bit' numbers to 10.</p> <p>Lesson 2: To use 10 frames and rekenreks to represent '5 and a bit' numbers to 10.</p>	<p>experiences and what has been read in class. (ELG). Look at food labels and find out where the food was grown. Find it on the map and discuss how some food grows in different places due to the different climates.</p>	<p>design, texture, form and function. Share their creations, explaining the process they have used. (ELG). Provide chn with materials to paper-mâché 'volcanoes' from the snail and the whale illustrations.</p>		
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