



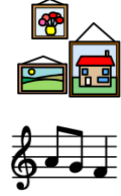





# Reception – Medium Term Plan – Summer 1 2026

Subject	Key learning	
Literacy		<p><b>Key texts:</b>            Sam plants a Sunflower            Enormous Turnip            The Gingerbread Man            The Bad Seed            Super- tato.            Goldilocks and the Three Bears</p> <p><b>Children will learn to...</b>            -Talk about events and characters from familiar stories.            -Use new vocabulary with play, adding story lines that link to their learning.            -Retell and adapt familiar stories to include own ideas.            -Be able to anticipate key events in stories.            -Start to use more complex language with their own sentences consistently.            -Discuss a varied range of texts and demonstrate comprehension skills around these.</p>
Phonics		<p><b>Little Wandle</b>            short vowels CVCC, short vowels CVCC CCVC, short vowels CCVCC CCCVC CCCVCC, longer words, compound words, root words            ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p><b>Tricky Words</b> – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>
Maths		<p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• Solve simple mathematical problems</li> <li>• Doubling, halving and sharing</li> <li>• Begin understanding odd and even numbers</li> <li>• Begin to secure understanding of equal and unequal groups.</li> <li>• Recognise when a share is fair. Consolidation of learning.</li> </ul>

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<p>Knowledge and Understanding the World</p>		<p><b>Growing</b> Plants Life cycle of a seed (sunflower), what plants need to grow, observing growth (sunflowers), food growing above and under ground</p> <p>Jigsaw – Changes – (Past and Present)</p> <p>Seasonal changes/Summer Understands processes – seasons and changes of matter</p>
<p>Expressive Arts and Design</p>		<p><b>Art and Design</b> Van Gogh – Sunflowers (Camille and the Sunflower by Laurence Anholt) <b>Painting – Thick and Thin paint brushes</b> <b>Safely explore a range of materials experimenting with colour, design, form and function</b></p> <p><b>Music</b> Opportunities to tell playful stories using voices and tuned instruments. Musical storytelling inspired by the natural environment. From sound sticks to journey sticks, the children will learn to create musical patterns, using natural objects as a musical score. Listening choices also reflect the outdoors theme – the perfect opportunity to learn about instruments made from wood such as the didgeridoo, the log drum, the courting flute and temple blocks. An introduction to musical timbre is explored through fairy-tale characters as the children learn to associate characters with instruments – they might even meet them at a Fairytale Tea Party! They will explore the effect of layering instrumental sounds, developing an understanding of musical texture. The story theme continues as children learn to use simple sound effects and pictorial notation to accompany a story or song. From a choice of activities, the children can retell The Three Billy Goats Gruff, create a fairy-tale sound map, or create a class song box for Come With Me To The Beach.</p>
<p>RE</p>		<p><b>Theme:</b> Story Time <b>Key Question:</b> What can we learn from stories? <b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>
<p>Personal, Social and</p>		<p>Children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. Be confident to try new activities</p>

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<p>Emotional Development</p>		<p>and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p> <p><b>Relationships</b> During PSHE lessons, child will be taught to know how to make friends, try to solve friendship problems when they occur, help others to feel part of a group, show respect in how they treat others, know how to help themselves and others when they feel upset or hurt, know and show what makes a good relationship.</p>
<p>Physical Development</p>		<p>Daily opportunities for a variety of physical activities to increase stamina for exercise, including dancing, stretching, walking, (Daily Mile), balancing and the teaching of ball skills, daily Wake and Shake as well as relaxation techniques.</p> <p>Regular use of both large and small apparatus to allow children to develop core strength, muscles and move with control and coordination. Children will have an understanding of how to keep themselves healthy through exercise healthy eating and personal hygiene.</p> <p><b>PE lessons – Games</b> – knowledge of rules and playing within these rules e.g. knowing why it is important to take turns when playing a game and applying skills to games.</p>