



Reception - Summer 1 MTP (Subject Specific)

Subject	Science	Computing	His	Geography	Art	DT	Music	PE	RE	PSHCE
Subject content and skills to cover	<p><u>Growth and Change</u> Investigate growth over time</p> <p>Plant a seed and care for it</p> <p>Recognise that plants need sun, soil, water and space to grow</p> <p>Investigate decay over time</p> <p>Watch an apple core turn brown and mouldy</p> <p>Compare to a piece of plastic that has been untouched for the same amount of time—did it change?</p> <p>Help to care for animals (caterpillars, fish)</p> <p>Make focused observations of the Natural World</p> <p>Recognise, name and describe some familiar plants and animals</p> <p>Look at life cycles: chick (Egg, Hatchling, Chick, Hen)</p> <p>Caterpillar (Egg, Caterpillar, Chrysalis, Butterfly)</p> <p>Human (Egg, Baby, Child, Adult)</p>	<p><u>Reading and Writing—2Create a Story</u></p> <p>Use 2Create a story to make their own interactive story, it could be based on a storybook they have in the classroom.</p> <p>Encourage the children to use the keyboard to write some of the words they know. Use the sound recorder to record the children retelling parts of the story they have created. Set up pages ready for the children to use by uploading your own background images, these might be images which the children have painted and you have taken photos of or take photographs of the children in role play and use these as part of their story. Try writing a class story together using familiar words. Leave the story on the whiteboard/ screen for the children to keep referring to. If tablets are available let the children use these to read their story together.</p>	-	<p><u>Forest School</u></p> <p>Freely explore outdoors</p> <p>Make collections of natural materials to investigate and talk about</p> <p>Complete crafts with collections of natural materials</p> <p>Use different senses to investigate</p> <p>Go on a minibeast hunt</p> <p>Complete an obstacle course in the woods, taking appropriate risks with support</p>	<p><u>Learning to Draw—Observational Drawings</u></p> <p>Learn about different types of Observational Drawings (still life, figure, landscape)</p> <p>Learn to draw what is seen rather than perception of what is seen</p> <p>Observe finer details</p> <p><u>Exposure to artists— Monet (Waterlily Paintings)</u></p> <p>Look at work by Monet</p> <p>Discuss how Monet's pieces make us feel</p> <p>Explore Impressionism</p> <p>Create a piece of work inspired by Monet</p>	<p><u>Homes for Hedgehogs</u></p> <p>Discuss how we care for the Natural World around us</p> <p>Look at hedgehogs— discuss how they are nocturnal, covered in sharp spines etc.)</p> <p>Introduce the term 'endangered' and discuss how hedgehog numbers are declining</p> <p>Think of ways we can help protect hedgehogs</p> <p>Think about the needs of a hedgehog (shelter from predators, warmth, food)</p> <p>Design house for a hedgehog</p> <p>Build a home for a hedgehog</p>	<p>Music is interwoven throughout input, provision and classroom practice. The units below will be covered by all children, but will likely change order and overlap throughout the year. Children will learn to perform confidently, listen carefully and enjoy responding to music in a range of contexts.</p> <p>Listening and Attention</p> <p>Nursery Rhymes (please see core text list for more detail on rhymes and songs covered)</p> <p>Mini Mash music</p> <p>Singing Moving to music and remembering sequences</p> <p>Identifying musical instruments and experimenting with the sounds they make</p> <p>Discussing how music makes us feel?</p>	<p><u>Moving safely with increasing control</u></p> <p>To move in different ways with confidence</p> <p>To negotiate space and avoid obstacles</p> <p>To hold balances</p> <p>To perform different rolls</p> <p>To climb using alternate feet</p> <p>To travel on and off climbing apparatus</p> <p>To move safely</p> <p>To travel whilst carrying equipment</p> <p>To pick up and put down objects with control and accuracy</p> <p>To be able to copy actions</p> <p>To be able to respond to a stimulus with movement</p> <p>To move whilst picking up, controlling and releasing an object</p> <p>To control objects using a bat or racket</p> <p><u>Keeping Healthy</u></p> <p>To recognise the importance of a health diet, exercise, rest and sleep</p> <p>To recognise the changes that happen to their bodies when they are active</p>	-	<p><u>Healthy Eating</u></p> <p>Know how to make good food choices</p> <p>Talk about having treats in moderation</p> <p>Grow own vegetables down in the garden</p> <p>Taste test new fruits and vegetables</p>
Intent	<p>Observe change in plants we grow and between now and when I was a baby. Look at life cycles of a chick, caterpillar and human.</p>	<p>Explore Mini Mash</p> <p>Use technology to produce their own story</p>	-	<p>Explore and investigate the natural world around me.</p>	<p>Make observational drawings and learn to take notice of fine details.</p>	<p>Learn how to take care of nature including plants and animals.</p>	<p>Enjoy, create and move to music. Perform well known songs and rhymes.</p>	<p>Know about changes to our bodies when we exercise and how to promote wellbeing.</p>	-	-



Reception - Summer 1 MTP (Prime Areas)

Subject	Communication and Language	PSE Development	Physical Development Gross motor	Physical Development Fine motor
Subject content and skills to cover	<p>Communication and Language work is woven throughout the curriculum and daily practice. Contact and skills coverage is child dependent and therefore varies dependent on the child's current level of development.</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 interaction. <input type="checkbox"/> Make comments about what they have heard and ask questions to clarify their understanding. <input type="checkbox"/> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary <input type="checkbox"/> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <input type="checkbox"/> 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 their teacher. 	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn and Spring Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <p>-</p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage their own needs. <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Know how to keep themselves healthy—sleep, diet, exercise, hygiene. <input type="checkbox"/> Know how to make good food choices. <input type="checkbox"/> Explain how to look after their teeth. 	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn and Spring Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <p>-</p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Know and talk about different factors that support wellbeing e.g. regular exercise, healthy eating. <p><u>Taken from Statutory Framework/ELG's:</u></p> <p>-</p> <p>TC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PE—Move with Max (Outer Space) <input type="checkbox"/> Forest School block <input type="checkbox"/> To know and discuss some of the changes that happen when we exercise. <input type="checkbox"/> Collaboratively work in a team and begin to problem solve. 	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn and Spring Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <p>-</p> <p><u>Taken from Development Matters (4-5):</u></p> <p>-</p> <p><u>Taken from Statutory Framework/ELG's:</u></p> <p>-</p>
Intent	<p>Children feel confident and have quality back and forth interactions with adults and peers. Children are given extensive opportunities to use and embed new vocabulary and language structures.</p>	<p>Develop own independence and know how to keep themselves healthy and safe, including making good food choices and knowing about exercise and brushing teeth.</p>	<p>Work collaboratively to solve problems, build obstacles and explore outdoors.</p>	<p>Continue work from previous terms on building fine motor strength for those who need it.</p>



Reception - Summer 1 MTP (Specific Areas)

Subject	Literacy Word Reading and Comprehension	Literacy Writing	Numeracy
Subject content and skills to cover	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn and Spring Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u> -</p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. <p><u>Taken from Statutory Framework/ELG's:</u> -</p> <p><u>Taken from Read, Write, Inc. Progress Expectations:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read red and be ready for green storybooks. 	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn and Spring Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use capital letters and full stops. <p><u>Taken from Statutory Framework/ELG's:</u> -</p>	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn and Spring Medium Term Plans for more detail.</p> <p>In school, we follow the Maths: No Problem programme. The following objectives have been planned for to ensure a deep coverage of number and numerical patterns as well as exposing the children to shape, space and measure.</p> <p>Maths: No Problem are yet to release the termly overview for Summer Term.</p>
Intent	<p>Read simple sentences containing red words confidently and fluently. Children develop a love of reading and storytelling and are able to talk about familiar books using newly introduced vocabulary.</p>	<p>Children are able to write simple sentences using finger spaces, full stops and some capital letters.</p>	<p>Children will develop mathematical language and vocabulary to be able to investigate, explain and reason with mathematical concepts.</p>



Reception - Summer 1 MTP (Specific Areas)

Subject	Understanding the World	Expressive Art and Design
Subject content and skills to cover	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn and Spring Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Plant seeds and care for growing plants <input type="checkbox"/> Understand the key features of life cycle of a plant and animal <input type="checkbox"/> Understand, respect and care for the natural environment and all living things <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the effect of changing seasons on the natural world around them <p><u>Taken from Statutory Framework/ELG's:</u></p> <p>-</p> <p><u>TC:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that growth occurs as time passes. <input type="checkbox"/> Understand the life cycle of a human and how in time they will grow and change. 	<p>In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from the Autumn and Spring Terms will also be worked on, discussed and revisited throughout Spring Term 2. Please see Autumn and Spring Medium Term Plans for more detail.</p> <p><u>Taken from Development Matters (3-4):</u></p> <p>-</p> <p><u>Taken from Development Matters (4-5):</u></p> <p>-</p> <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function
Intent	Please see subject specific intent on the following page.	Please see subject specific intent on the following page.