	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6				
	Week beginning:	Week beginning:	Week beginning:	Week beginning:	Week beginning:	Week beginning:				
	21/4/23	28/4/23	5/5/23	12/5/23	19/5/23	26/5/23				
Focus	The Tiny Seed	Ten Seeds	Hungry Caterpillar	Growing Frogs	Teeny Weeny Tadpole	Jack and the Beanstalk				
Characteristics										
of Effective	Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake									
Learning Communication	WellComm	WellComm	WellComm	WellComm	WellComm	WellComm				
and Language	We thinkers	We thinkers	We thinkers	We thinkers	We thinkers	We thinkers				
	Story Time	Story Time	Story Time	Story Time	Story Time	Story Time				
	Nursery Rhymes Key Vocabulary	Nursery Rhymes Key Vocabulary	Nursery Rhymes Key Vocabulary	Nursery Rhymes Key Vocabulary	Nursery Rhymes Key Vocabulary	Nursery Rhymes Key Vocabulary				
	Rey vocabolary					Key voedboldry				
Personal, Social	SCARF	SCARF	SCARF	SCARF	SCARF	SCARF				
and Emotional										
Development:	Being my Best	Being my Best	Being my Best	Being my Best	Being my Best	Being my Best				
	Bouncing back when things go	Yes, I can!	Healthy eating	My healthy mind	Move your body	A good night's sleep				
	wrong					5.000				
Physical Development	GET SET 4 PE Balls Skills 2	GET SET 4 PE Balls Skills 2	GET SET 4 PE Balls Skills 2	GET SET 4 PE Balls Skills 2	GET SET 4 PE Balls Skills 2	GET SET 4 PE Balls Skills 2				
	Duiis Juiis Z					DUIIS JKIIIS Z				
	Reception:									
	Using an effective pencil grip reliably.									
	Forming letters accurately and clearly. Using small tools with care and accuracy.									
				or learning independently.						
			<i>i i i i i i i i i i</i>	t handwriting and letter for						
	Increasing level of detail, care and accuracy in drawings. Practicing gross motor skills through opportunities in the outdoor continuous provision.									
Literacy	Ten seeds	The tiny seed	Hungry Caterpillar	Growing frogs	Teeny Weeny Tadpole	Jack and the beanstalk				
	Reception:	Reception:	Reception:		Reception:	Reception:				
	RWI (Depending on	RWI (Depending on	RWI (Depending on	Reception:	RWI (Depending on	RWI (Depending on				
	groups): Reviewing	groups): Reviewing /	group):	RWI (Depending on	group): Reviewing /	group): Reviewing /				
	/ consolidating single letter set 1	consolidating single letter set 1 sounds.	Reviewing / consolidating single	group): Reviewing / consolidating single	consolidating single	consolidating single letter set 1 sounds.				
	sounds. Learning /	Learning / reviewing	letter set 1 sounds.	letter set 1 sounds.	letter set 1 sounds. Learning / reviewing	Learning / reviewing				
	reviewing special	special friends set 1	Learning / reviewing	Learning / reviewing	special friends set 1	special friends set 1				
	friends set 1	sounds. Learning set 2	special friends set 1	special friends set 1	sounds. Learning /	sounds. Learning /				
	sounds. Learning set 2 sounds.	sounds. Reading paper ditties / red books /	sounds. Learning set 2 sounds. Reading paper	sounds. Learning set 2 sounds. Reading paper	reviewing set 2 sounds. Reading paper ditties /	reviewing set 2 sounds. Reading paper ditties /				
	Reading paper	green books.	ditties / red books /	ditties / red books /	red books / green	red books / green				
	ditties / red books /		green books.	green books.	books / purple books.	books / purple books.				
	green books.	Writing sentences containing tricky words,	Writing sentences	Writing self-generated	Writing colf gonorated	Writing self-generated				
	Writing sentences	finger spaces and full	containing tricky words,	sentences containing	Writing self-generated sentences containing	sentences containing				
	containing tricky	stops.	finger spaces and full	finger spaces and full	finger spaces and full	finger spaces and full				
	words, finger	Beginning to write CVCC and CCVC	stops.	stops, and tricky words	stops, and tricky words	stops, and tricky words				
	spaces and full stops.	words independently.	Writing CVCC and CCVC words	where appropriate. Re- read what I have	where appropriate. Re- read what I have	where appropriate. Re- read what I have				
	51005.		independently with	written to check it	written to check it	written to check it				
			more confidence.	makes sense.	makes sense.	makes sense.				
				Confidently writing CVCC and CCVC	Confidently writing	Confidently writing CVCC and CCVC				
				words independently.	CVCC and CCVC words independently.	words independently.				
Talk Through	The Extreme line	The Extremelia	Earmar Duali	Earmar Duals		Sonyon Chieles				
Stories	The Extraordinary Gardener	The Extraordinary Gardener	Farmer Duck	Farmer Duck	Sonya;s Chickens	Sonya;s Chickens				
Mathematics	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths				
	To 20 and	To 20 and beyond	To 20 and beyond	First,Then,Now	First,Then,Now	First,Then,Now				
	beyond	Comparing numbers to 10	Match, Rotate,	Add more and take	Spacial Reasoning 2	Compose and				
	Building numbers beyond 10	Counting Patterns beyond 10	Manupiulate	away	spacial reasoning z	decompose				
		Spacial reasoning 1								
		Number Sense								
Understanding	Life cycles- Seed	Life cycles- Seed sowing.		Life cycles -butterflies -	Life cycles -butterflies -	Our growing beans				
the world	sowing. Planting our	Planting our garden,	Life cycles -butterflies -	frogs Habitats Recognise	frogs Habitats Recognise	Review life-cycle and				
	garden, looking after plants	looking after plants	frogs Habitats Recognise some environments are	some environments are different to the one in	some environments are different to the one in	specifically Runner				
			different to the one in	which they live.	which they live.	beans				
		R.E. . Jesus Calms the	which they live.			R.E. – What is the holy				
	R.E. – . Which stories are special and	Storm		R.E. – The story of	R.E. – What stories are	book for Muslims?				
	why		R.E. – David and	Zaccheus	special to Muslims?					
	-		Goliath		Who are the stories					
					about? What happens in the story? What					
		l		1	IN THE STOLAS MALAN					

Expressive arts and design	Activities based on topic work, seasonal changes and children's interests that promote the following skills Explores shade of colour Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture) Representations are more detailed Begins to plan and adapt work Handling and manipulating	Activities based on topic work, seasonal changes and children's interests that promote the following skills Explores shade of colour Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture) Representations are more detailed Begins to plan and adapt work Handling and manipulating Music – Music Express	Activities based on topic work, seasonal changes and children's interests that promote the following skills Explores shade of colour Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture) Representations are more detailed Begins to plan and adapt work Handling and manipulating Music – Music Express	Activities based on topic work, seasonal changes and children's interests that promote the following skills Explores shade of colour Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture) Representations are more detailed Begins to plan and adapt work Handling and manipulating Music – Music Express	might the story tell Muslims about God? Activities based on topic work, seasonal changes and children's interests that promote the following skills Explores shade of colour Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture) Representations are more detailed Begins to plan and adapt work Handling and manipulating Music – Music Express	Activities based on topic work, seasonal changes and children's interests that promote the following skills Explores shade of colour Works collaboratively on a class art piece that uses a range of techniques and textures (John Dyer picture) Representations are more detailed Begins to plan and adapt work Handling and manipulating Music – Music Express
	to plan and adapt work Handling and	Music – Music Express	Music – Music Express	Music – Music Express	Music – Music Express	Music – Music Express
	Music - Music Express					



Medium Term Planning

Treverbyn Academy Reception

Summer Term 1 2025

