

	Week: 1 Week beginning: 21/4/23	Week: 2 Week beginning: 28/4/23	Week: 3 Week beginning: 5/5/23	Week: 4 Week beginning: 12/5/23	Week: 5 Week beginning: 19/5/23	Week: 6 Week beginning: 26/5/23
Focus	The Tiny Seed	Ten Seeds	Hungry Caterpillar	Growing Frogs	Teeny Weeny Tadpole	Jack and the Beanstalk
Characteristics of Effective Learning	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake					
Communication and Language	WellComm We thinkers Story Time Nursery Rhymes Key Vocabulary	WellComm We thinkers Story Time Nursery Rhymes Key Vocabulary	WellComm We thinkers Story Time Nursery Rhymes Key Vocabulary	WellComm We thinkers Story Time Nursery Rhymes Key Vocabulary	WellComm We thinkers Story Time Nursery Rhymes Key Vocabulary	WellComm We thinkers Story Time Nursery Rhymes Key Vocabulary
Personal, Social and Emotional Development:	SCARF Being my Best Bouncing back when things go wrong	SCARF Being my Best Yes, I can!	SCARF Being my Best Healthy eating	SCARF Being my Best My healthy mind	SCARF Being my Best Move your body	SCARF Being my Best A good night's sleep
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
	Reception: Using an effective pencil grip reliably. Forming letters accurately and clearly. Using small tools with care and accuracy. Changing for outdoor learning independently. Weekly pen discos to support handwriting and letter formation. Increasing level of detail, care and accuracy in drawings. Practicing gross motor skills through opportunities in the outdoor continuous provision.					
Literacy	Ten seeds Reception: RWI (Depending on groups): Reviewing / consolidating single letter set 1 sounds. Learning / reviewing special friends set 1 sounds. Learning set 2 sounds. Reading paper ditties / red books / green books. Writing sentences containing tricky words, finger spaces and full stops.	• The tiny seed Reception: RWI (Depending on groups): Reviewing / consolidating single letter set 1 sounds. Learning / reviewing special friends set 1 sounds. Learning set 2 sounds. Reading paper ditties / red books / green books. Writing sentences containing tricky words, finger spaces and full stops. Beginning to write CVCC and CCVC words independently.	• Hungry Caterpillar Reception: RWI (Depending on group): Reviewing / consolidating single letter set 1 sounds. Learning / reviewing special friends set 1 sounds. Learning set 2 sounds. Reading paper ditties / red books / green books. Writing sentences containing tricky words, finger spaces and full stops. Writing CVCC and CCVC words independently with more confidence.	• Growing frogs Reception: RWI (Depending on group): Reviewing / consolidating single letter set 1 sounds. Learning / reviewing special friends set 1 sounds. Learning set 2 sounds. Reading paper ditties / red books / green books. Writing self-generated sentences containing finger spaces and full stops, and tricky words where appropriate. Re-read what I have written to check it makes sense. Confidently writing CVCC and CCVC words independently.	• Teeny Weeny Tadpole Reception: RWI (Depending on group): Reviewing / consolidating single letter set 1 sounds. Learning / reviewing special friends set 1 sounds. Learning / reviewing set 2 sounds. Reading paper ditties / red books / green books / purple books. Writing self-generated sentences containing finger spaces and full stops, and tricky words where appropriate. Re-read what I have written to check it makes sense. Confidently writing CVCC and CCVC words independently.	• Jack and the beanstalk Reception: RWI (Depending on group): Reviewing / consolidating single letter set 1 sounds. Learning / reviewing special friends set 1 sounds. Learning / reviewing set 2 sounds. Reading paper ditties / red books / green books / purple books. Writing self-generated sentences containing finger spaces and full stops, and tricky words where appropriate. Re-read what I have written to check it makes sense. Confidently writing CVCC and CCVC words independently.
Talk Through Stories	The Extraordinary Gardener	The Extraordinary Gardener	Farmer Duck	Farmer Duck	Sonya;s Chickens	Sonya;s Chickens
Mathematics	White Rose Maths To 20 and beyond Building numbers beyond 10	White Rose Maths To 20 and beyond Comparing numbers to 10 Counting Patterns beyond 10 Spacial reasoning 1 Number Sense	White Rose Maths To 20 and beyond Match, Rotate, Manupilate	White Rose Maths First,Then,Now Add more and take away	White Rose Maths First,Then,Now Spacial Reasoning 2	White Rose Maths First,Then,Now Compose and decompose
Understanding the world	Life cycles- Seed sowing. Planting our garden, looking after plants R.E. –. Which stories are special and why	Life cycles- Seed sowing. Planting our garden, looking after plants R.E.. Jesus Calms the Storm	Life cycles -butterflies -frogs Habitats Recognise some environments are different to the one in which they live. R.E. – David and Goliath	Life cycles -butterflies -frogs Habitats Recognise some environments are different to the one in which they live. R.E. – The story of Zaccheus	Life cycles -butterflies -frogs Habitats Recognise some environments are different to the one in which they live. R.E. – What stories are special to Muslims? Who are the stories about? What happens in the story? What	Our growing beans Review life-cycle and specifically Runner beans R.E. – What is the holy book for Muslims?

					might the story tell Muslims about God?	
Expressive arts and design	<p>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</p> <p>Music – Music Express</p>	<p>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</p> <p>Music – Music Express</p>	<p>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</p> <p>Music – Music Express</p>	<p>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</p> <p>Music – Music Express</p>	<p>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</p> <p>Music – Music Express</p>	<p>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</p> <p>Music – Music Express</p>



Medium Term Planning

Treverbyn Academy Reception

Summer Term 1 2025

