Coatham Primary School
Medium Term Planning
Year Group: Reception

Growing – Summer 1 (Science)

Communication and Language	Skills	Overview
Listening and Attention	• Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Makes comments about what they have heard and asks questions to clarify their understanding • Holds conversations when engaged in back and forth exchanges with teacher and peers	Listen to Jack and the Beanstalk and other chosen topic books as they learn about the world around them. Retell the story through small world resources and use props appropriately and have conversations about their learning. Ask and answer questions about the text.
Speaking	• Participates in small group, whole class and 1:1 discussion, offering own ideas, using recently introduced vocabulary • Offers explanations for why things might happen, making use of recently introduced vocabulary from stories non-fiction, rhymes and poems when appropriate • Can express ideas and feelings about their experiences using full sentences, including use of past, present and future tense and making use of conjunctions, with modelling and support from their teacher.	Use speech in daily routine – negotiate ideas, plans and resources with peers. Respond and talk to adults in classroom environment. Talk about what they observe as they plant and watch plants grow, discuss what plants need to grow. Drawing Club – talk about stories created.

Personal, Social and Emotional	Skills	Overview
Self-Regulation	• Shows an understanding of their own feelings and those of others, and begins 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	Help children to recognise when their behaviour affects others through discussion and RSHE sessions. Follow instructions to complete weekly challenges independently. Responds to requests from adults both during focussed activities and when in continuous provision.
Building Relationships	• Works and plays co-operatively and takes turns with others • Forms positive attachments to adults and friendships with peers • Shows sensitivity to their own and others needs	Support children through planned activities on how to take turns – maths games, smart board work. In area time adults to model how to take on board someone else's idea and talk about how to move forward.
Managing Self	• Is confident to ty new activities and show independence, resilience and perseverance in the face of challenge • Explains the reasons for rules, knows right from wrong and tries to behave accordingly • Manages their own basic hygiene and personal needs independently, including dressing, going to the toilet and understanding the importance of healthy food choices.	Class weekly challenges to promote resilience and perseverance. Timetabled snack time/tooth brushing to promote healthy eating and teeth. Support children to change independently – socks/shoes/jumpers/coats by encouraging them to try it first before asking for help

Physical Development	Skills	Overview
Gross Motor	• Negotiates space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and co-ordination when playing • Moves energetically, such as running, jumping, hopping, skipping and climbing	Weekly Yoga and PE sessions. They will use outdoor climbing equipment/bikes/trikes. Lunchtime games – Sports Leaders to encourage Reception to take part. Redcar School Sports Partnerships Funky Monkey Festival and Box2Bfit Family day.
Fine Motor	• Holds a pencil comfortably using the tripod grip • Writes recognisable letters, most of which are correctly forms, for fluent writing • Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Uses a range of small tools, including scissors, paint brushes and cutlery • Begins to show accuracy and care when drawing	Take part in daily kinetic letters and fine motor groups. Use appropriate cutlery at lunchtime. Cutlery available in home area to practise skills. Drawing Club encourages detailed drawings.

Literacy	Skills	Overview
Word Reading	• Say a sound for each letter in the alphabet and at least 10 diagraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge including common exception words.	Take part in RWI Reception - whole class introduction to sounds. They will be assessed using the scheme and grouped as appropriate.
Reading Comprehension P4C opportunity Vote for class story	• Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary • Anticipate – where appropriate- key events in stories, non-fiction, rhymes and poems • Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.	Drawing club – using a familiar text to retell and change using new vocabulary learnt. Listen to Jack and the Beanstalk and other chosen topic books. Retell the story through small world resources and use props appropriately and have conversations about their learning. Ask and answer questions about the text.
Writing	• Hold a pencil comfortably using the tripod grip • Write recognisable letters, most of which are formed correctly • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others • Begins to use capital letters and full stops in their writing • Uses finger spaces in their writing	Take part in RWI daily phonics. Begin to write words when ready as per scheme. Write with a purpose – menus in home area, clip boards for mark-making, writing name, story maps. Planned literacy sessions with dictated sentences.

Numeracy	Skills	Overview
Number	• Has a deep understanding of numbers to 10, including the composition of each number • Can subitise (recognise quantities without counting) up to 5 • Automatically recalls (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Take part in planned maths sessions that consider the needs of each child. Maths area with number challenge.
Number Patterns	• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one is greater than, less than or the same as the other quantity • Explores and represents patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed	Take part in planned maths sessions that consider the needs of each child. Maths area with shapes to explore.

Knowledge and Understanding	Skills	Overview
Past and Present	• Talks about the lives of the people around them and their roles in society • Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understands the past through settings, characters and events encountered in books read in class and storytelling	Covered in Summer 2 – Geography led topic.
Natural World Spirituality opportunity – Summer Walk Discuss changes from spring to summer, how does it make us feel?	• Explores the natural world around them, making observations and drawing pictures of animals and plants. • Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Discuss what we need for plants to grow. Grow own beanstalks and edible flowers. Learn about different food sources and how and where they are grown using cbeebies – Let's Grow series.
People, culture and communities	• Describes their immediate environment using knowledge form observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explains some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Follow Redcar and Cleveland Agreed Syllabus for Religious Education.

Expressive Arts and Design	Skills	Overview
Exploring Media and Material	• Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Shares their creations, explaining the process they have used • Makes use of props and materials when role playing characters in narratives and stories	Creative area – focus castles. Design and make the castle of their dreams. Talk about what they have created and why with their peers.
Being imaginative and Expressive	• Can invent, adapt and recount narratives and stories with peers and their teacher • Sings a range of well-known nursery rhymes and songs • Performs songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Weekly planned music sessions – composition. Dough Disco - listen to and follow instructions to music. Gross motor movement breaks. Take part in Tees Valley Music session about Growing. Sing a range of Nursery rhymes.