



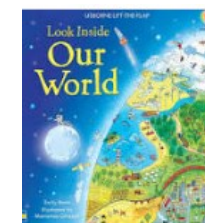
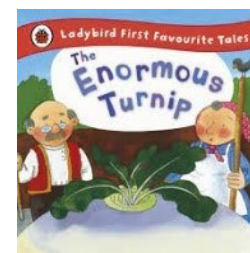
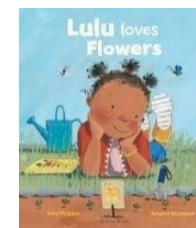
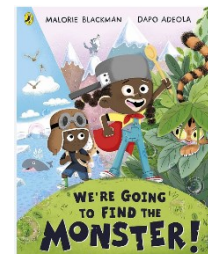
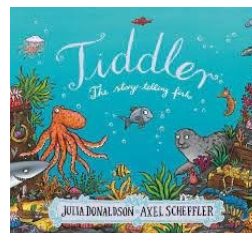
St Michael's Nursery and Infant School
Reception - Medium Term Planning – Summer 1

Possible Themes/interests/ lines of enquiry

These themes/ideas may change depending on the children's interests:

- St George's Day
- Earth Day
- Signs of Spring
- Growing plants and vegetables
- Different
- National Smile Week

Focused Texts



We use Development Matters to help us create our EYFS curriculum. Every child develops in their own unique way. The milestones below are suggested general focuses for the half term however we will use our professional judgement to support individual needs within their learning journey, adjusting our practice appropriately.

| Communication and Language | |
|--|---|
| Focus | Possible Activities |
| <p>Use new vocabulary in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> | <ul style="list-style-type: none"> • NELI Language Intervention Programme to continue • Explain new vocabulary in the context of story, rather than in word lists e.g. part of a flower in relation to Lula's flowers • Think out loud how to work things out. Encourage children to talk about a problem together and come up with ideas for how to solve it. Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...' |
| Personal, Social and Emotional Development | |
| Focus | Possible Activities |
| <p>Think about the perspectives of others.</p> <p>Know and talk about the importance of toothbrushing and dental hygiene.</p> | <ul style="list-style-type: none"> • Nurture group with Mrs Carter • Activities around National Smile Week – visit from the dentist • Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. • Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. |
| Physical Development | |
| Focus | Possible Activities |
| <p>Develop agility</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently – scissors</p> | <ul style="list-style-type: none"> • Weekly dance/gymnastics with Miss Smyth • Multi Skills with Amy Lawless followed by weekly Mutli Skills sessions in the hall with Mrs Hudson – focus • Daily fine motor sessions with focuses planned for each group. • Cutting activities in the provision |
| Literacy | |
| Focus | Possible Activities |
| <p>Read some letter groups that each represent one sound and say sounds for them – Set 2 sounds.</p> | <ul style="list-style-type: none"> • Follow RWI planning • 1:1 Tutoring for lowest 20% |

| | |
|--|---|
| Read Green Storybooks. | |
| Mathematics | |
| Focus | Possible Activities |
| <p>Mastering Number:</p> <ul style="list-style-type: none"> - Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - Compare quantities and numbers, including sets of objects which have different attributes - Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 <p>WRM Shape, Space and Measure:</p> <ul style="list-style-type: none"> - Spatial Reasoning – Match, rotate, manipulate, compose and decompose | <ul style="list-style-type: none"> • Daily ‘Mastering Number’ sessions 4x a week – see separate planning. • Focused SSM teaching session 1x week (Fridays) – follow WRM planning • Weekly continuous provision enhancements – suggested activities in separate maths planning. |
| Understanding the World | |
| Focus | Possible Activities |
| <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> | <ul style="list-style-type: none"> • Look at seasonal changes – weather changing, new life growing. • Plant running beans and document their journey. Talk about what plants need to grow. • Explore different environments as mentioned in the story ‘We’re going to find a monster.’ Ocean, lake, mountain, jungle |
| Expressive Arts and Design | |
| Focus | Possible Activities |
| Create collaboratively, sharing ideas, resources and skills. | <p>Provide opportunities to work together to develop and realise creative ideas</p> <ul style="list-style-type: none"> - large scale outdoor art - Paired work to create junk model animals - Collaboratively create artwork for St Michael’s Church. |