



Ashmole Primary School

Medium Term Plan Reception 2016-2017 Summer Term 2017

Skills:

Communication and Language skills	Literacy Skills	Maths Skills
<ul style="list-style-type: none"> ✓ To be able to listen to others ✓ To be able to listen to stories and to recall parts of the story ✓ To be able to maintain attention during an activity ✓ To be able to anticipate key events in stories ✓ To be able to respond to what they hear with relevant comments, questions or actions ✓ To have two-channelled attention- can listen and do for a short time ✓ To be able to follow instructions involving several ideas or actions. ✓ To be able to answer how and why questions ✓ To be able to listen and respond to other people's ideas ✓ To be able to follow a verbal story ✓ To be able to use a range of tenses (<i>play, playing, will play, played</i>) ✓ To be able to use intonation, rhyme and phrasing to make meaning clear to others ✓ To be able to ask questions about why things happen e.g. who, what, when, how ✓ To be able to give explanations of why things happen ✓ To be able to link statements and stick to a main theme or intention 	<ul style="list-style-type: none"> ✓ To be able to recognise rhythm ✓ To be able to recognise rhyme ✓ To be able to continue a rhyming string ✓ To recognise alliteration ✓ To be able to hear and say the phonemes in words ✓ To be able to blend phonemes orally ✓ To be able to segment phonemes orally ✓ To be able to link phonemes to letters ✓ To recognise Phases 2 and 3 of the <i>Letters and Sounds</i> letter progression. ✓ To be able to blend VC and CVC words for reading ✓ To be able to segment VC and CVC words (using phonemes from Phases 2 and 3 of <i>Letters and Sounds</i>) for spelling ✓ To know the <i>Tricky</i> and <i>High Frequency Words</i> from Phases 2, 3 and 4 from <i>Letters and Sounds</i> ✓ To know that speech is broken into separate words ✓ To be able to write their own name ✓ To be able to write labels and captions ✓ To be able to write common irregular words ✓ To be able to use book language ✓ To be able to read simple words and sentences ✓ To be able to use some clearly identifiable 	<p>Numbers:</p> <ul style="list-style-type: none"> ✓ To be able to count 10 and then 20 everyday objects ✓ To solve problems involving halving doubling and sharing ✓ To be able to count to 20 and back (then beyond 20) ✓ To use number names accurately in play ✓ To know that numbers identify objects in a set ✓ To be able to represent numbers with numerals ✓ To match numbers to a group of objects. ✓ To be able to recognise numerals 1-20 ✓ To be able to order numbers up to 20 ✓ To have a strategy to count an irregular arrangement of objects e.g. by lining them up, moving them as they count ✓ To be able to use the language of more and fewer to compare two sets of objects ✓ To find the total number of objects in two groups by counting all of them. ✓ To know the number that is one more than a given number ✓ To be able to find one more or one less of numbers to 20 ✓ In practical activities, to be able to use the vocabulary involved in adding and subtracting ✓ To begin to relate addition by combining two

<ul style="list-style-type: none"> ✓ To be able to use talk to organise, sequence and clarify thinking, ideas, feelings and events ✓ To be aware of listener's needs when speaking ✓ To be able to develop their own narratives and explanations by connecting ideas or events. 	<p>letters to communicate meaning</p> <ul style="list-style-type: none"> ✓ To be able to write short sentences in meaningful contexts that can be read by themselves and others ✓ To be able to show understanding of what they have read during conversation 	<p>groups of objects and subtraction to taking away</p> <ul style="list-style-type: none"> ✓ To record using marks that they can interpret and explain ✓ To be able to identify their own methods of solving a practical problem ✓ To be able to use a number line to solve problems <p><u>Shape, Space and Measure:</u></p> <ul style="list-style-type: none"> ✓ To be able to recognise similar shapes in the environment ✓ To be able to find objects from positional or directional clues ✓ To be able to talk about shapes or arrangements in their constructions ✓ To be able to use shapes appropriately for tasks e.g. using the correct bricks or using the correct shapes for facial features ✓ To be able to talk about the shapes of everyday objects using words such as round and tall ✓ To be able to use mathematical names for solid 3D shapes and flat 2D shapes ✓ To be able to use mathematical terms to describe shapes ✓ To be able to select a named shape ✓ To be able to describe their relative position, such as behind or next to ✓ To be able to use everyday language to talk about size, weight, capacity, position, distance, time and money ✓ To be able to use everyday language to compare quantities and objects ✓ To be able to use everyday language to solve problems ✓ To order and sequence familiar events
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