

Medium Term Plan

Reception 2022-2023

Miss Powell and Miss Popova

Summer Term 2023

Skills:

Literacy Skills	Maths Skills	Understanding of the World
<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 Little Wandle 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 Little Wandle) for spelling.✓ To know the Tricky Words from Phases 2, 3 and 4 from Little Wandle.✓ 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 read simple words and sentences.✓ To be able to use some clearly identifiable polysyllabic and CVCC/CCVC/CCVCC/CCVCC.	<p><u>Numbers:</u></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 groups of objects and subtraction to taking away.✓ To record using marks that they can interpret and explain.✓ To be able to identify their own methods of	<ul style="list-style-type: none">✓ To talk about why things happen and how things work.✓ To know about different cultures, beliefs and celebrations and to respect each other's beliefs.✓ To understand similarities and differences between themselves and others.✓ To be able to understand that other children don't always enjoy the same things and be sensitive to this.✓ To be able to look closely at similarities, differences of places, objects, materials and living things.✓ To be able to talk about patterns and change.✓ To know how to care for living things and the environment.✓ To be able to make observations of animals and plants and explain why some things occur.✓ To comment on images of familiar situations in the past.✓ To compare and contrast characters from stories, including figures from the past.✓ To draw information from a simple map.
		Expressive Arts and Design
		<ul style="list-style-type: none">✓ To be able to create simple representations of things.✓ To be able to dance and move to express feelings and ideas.✓ To be able to clap rhythms and use simple percussion instruments.✓ To be able to manipulate materials to achieve a planned effect.

	<p>solving a practical problem.</p> <ul style="list-style-type: none"> ✓ To be able to use a number line to solve Problems. ✓ To be able to subitise. <p><u>Numerical Patterns:</u></p> <ul style="list-style-type: none"> ✓ 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 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 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. ✓ To be able to count beyond 20, recognising the pattern of the counting system; ✓ To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; ✓ To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> ✓ To be able to construct with a purpose in mind, using a variety of resources and evaluate and adapt work. ✓ To be able to use a variety of simple tools and techniques competently and appropriately for a particular function. ✓ To explore colours and how they can be changed by mixing powder paints. ✓ To be able to make up their own songs, music and dances and experiment with ways of changing them.
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