

Medium Term Plan

Reception 2019-2020

Mrs Pavlakos & Miss Cleary

Summer Term 2020

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 Letters and Sounds 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 Letters and Sounds) for spelling. ✓ To know the Tricky Words from Phases 2, 3 and 4 from Letters and Sounds. ✓ 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. <p align="center">Expressive Arts and Design</p> <ul style="list-style-type: none"> ✓ To be able to recognise that a range of technology is used in places such as homes and schools and use it for a particular purpose. ✓ 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.

solving a practical problem.

- ✓ To be able to use a number line to solve Problems.

Shape, Space and Measure:

- ✓ 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.

- ✓ 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.