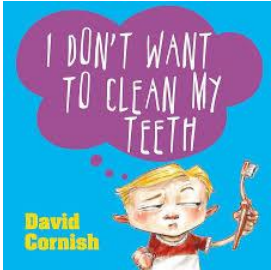
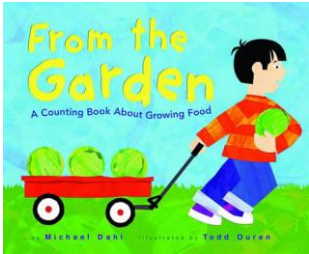
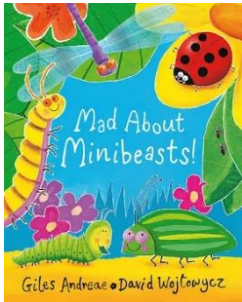
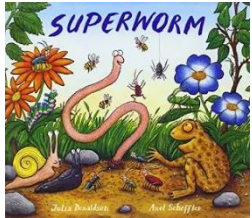


Term	Summer 1					
Topic	Food Glorious Food			Minibeasts		
Themes	-Sweet and savoury foods -Oral Hygiene -Dentists -Foods from plants -Healthy and unhealthy foods			-Common minibeasts -habitats and microhabitats -Body parts of minibeasts -Caring for the natural world		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core texts						
Core rhymes	Pat-a-cake	Head, shoulders, knees and toes	Here we go round the mulberry bush	Incy wincy spider	Little Miss Muffett	There was a little turtle
Core Vocabulary	Crunchy, sweet, savoury, grow, plant, knead, share, festival			Minibeasts, habitat, insects, antennae, wings, life cycle, camouflage, pollination		
Core Knowledge	•To name a range of crunchy foods •To know that some sweet foods can be bad for teeth and that regular dentist visits are important •To understand that savoury is the opposite of sweet •To know and identify some sweet and savoury foods •To know and identify some of their favourite foods and discuss why they are favourites			•To identify a range of common minibeasts and recognise their names and features. •To explore where minibeasts live and understand that different animals need suitable habitats to survive. •To observe how minibeasts move, grow and behave in their natural environments.		

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	•To know that many foods come from plants and that they are grown from seeds or beans •To know how to plan a basic food event by thinking about how many people may attend and how much food will be needed	•To compare different minibeasts by looking at their similarities and differences, such as the number of legs, wings or body parts. •To develop respect and care for living things by learning how to handle and observe minibeasts safely and gently. •To investigate the role of minibeasts in the natural world, including how they help plants, soil and other animals.
	I will learn to...	
PSED	Regulate emotions and follow multi-step instructions Maintain focus, persevere, and use calming strategies Resolve conflicts and understand consequences Manage self-care and show confidence in new activities Take initiative, complete tasks independently, and make responsible choice Demonstrate safety awareness, motivation, and resilience Work collaboratively, negotiate, lead, and support peers Follow social rules, respect differences, and maintain friendships	
C&L	Listen attentively and follow multi-step instructions Understand complex language and curriculum vocabulary Respond thoughtfully and show cause-effect understanding Maintain attention for longer periods Speak confidently, using clear sentences and appropriate vocabulary Retell stories, describe events, and express opinions with reasons Use talk to plan, reflect, and explain ideas	
PD	Demonstrate strength, balance, and coordination in movements Run, jump, climb, throw, catch, and participate confidently in PE and games Maintain activity and follow rules independently Use a secure pencil grip; form letters and short sentences with control Use scissors and complete fine motor tasks accurately Show stamina in writing, drawing, and other physical activities	
	Complete PE scheme is followed across the school Topic 1: Ball skills - feet * explore moving with a ball using their feet. *develop their technique of dribbling the ball and understand where and why we dribble, keeping control. Topic 2: Locomotion – jumping	

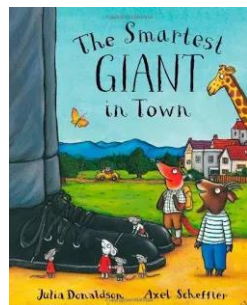
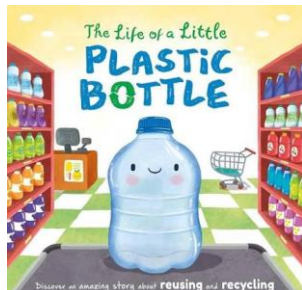
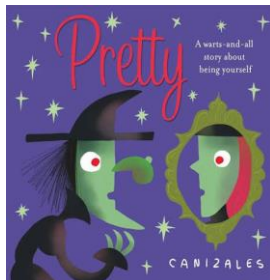
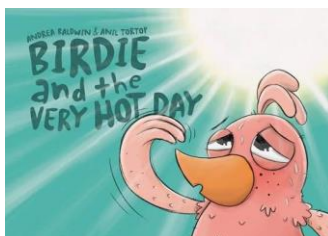
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	*explore jumping, in different directions, at different speeds, different levels, heights and distances. *learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.																		
Reading	Listen to and discuss stories and non-fiction Retell stories, make predictions, and share opinions Answer questions and use new vocabulary from texts Read Phase 3 sounds, tricky words, and short texts with increased fluency Blend unfamiliar words, self-correct, and read with expression Read independently for pleasure																		
Phonics	Little Wandle SSP Programme will be followed, using assessments to ensure interventions are planned accordingly. Summer 1; Weeks 1-5 (phase 4) Reception Summer 1 <table><tr><th></th><th>Phase 4</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>short vowels CVCC</td><td>said so have like</td></tr><tr><td>Week 2</td><td>short vowels CVCC CCVC</td><td>some come love do</td></tr><tr><td>Week 3</td><td>short vowels CCVCC CCCVC CCCVCC longer words</td><td>were here little says</td></tr><tr><td>Week 4</td><td>longer words compound words</td><td>there when what one</td></tr><tr><td>Week 5</td><td>root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</td><td>out today</td></tr></table>		Phase 4	New tricky words	Week 1	short vowels CVCC	said so have like	Week 2	short vowels CVCC CCVC	some come love do	Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says	Week 4	longer words compound words	there when what one	Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today
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Writing	Write short phrases independently, with support to include accurate punctuation Spell many words phonetically accurately Write short captions, labels and lists confidently Begin to write short sentences with support. Re-read and edit writing with support Maintain stamina for writing tasks																		
Maths	Count to 20+ and recognise numerals Subitise to 5+ and recall number bonds to 10 Understand numbers to 10, and solve simple addition, subtraction, doubling, and halving problems Estimate quantities practically Recognise, continue, and create patterns (number sequences and shapes) Order numbers to 20 and explore 2D/3D shapes Use non-standard measures, notice time patterns, and explore money practically																		
	White Rose Maths programme is followed across the school Topics:																		

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	To 20 and beyond How many now? Manipulate, compose and decompose					
UW	Talk about changes over time and compare past and present Retell stories set in the past and discuss their own life changes Use simple timelines and time vocabulary Learn about countries, landmarks, cultures, and traditions Use maps confidently and show respect for diversity Observe summer changes, habitats, and food chains Investigate growth, shadows, light, and heat Use tools, record observations, and explain simple scientific ideas					
EAD	Create drawings, paintings, and models with detail Use a range of techniques and combine media creatively Work independently, refine work, and use tools safely Talk about own work and process Develop storylines, express ideas through language, movement, music Perform confidently, create songs, rhythms, and dances Adapt play creatively and express emotions through art and performance					
Term	Summer 2					
Topic	What on Earth			Summer		
Themes	-Living things -Big and small -Old and new -Recycling			-Signs of summer -Plants, trees and flowers -Animals -Sun safety		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Please note: This MTP highlights priority skills to keep children on track for the ELGs by summer. However, it is not exhaustive; it is flexible and cohort-led, with detailed activities and statements adapted to children's needs and interests outlined in weekly planning proformas.

Core texts						
Core rhymes	The Grand old Duke of York	Ten Green Bottles, Standing on the Wall	Twinkle, Twinkle, Little Star	A Sailor Went to Sea, Sea, Sea	Sing a Song of Sixpence	Row, row, row your boat
Core Vocabulary	Living, grow, pretty, precious, gigantic, miniature, ancient, new			Summer, sunshine, shade, sun protection, season, habitat, temperature, growth		
Core Knowledge	•To know features of a variety of living things and be able to identify ways of taking care of them •To identify things that they consider to be ‘pretty’ and know that pretty things are not gender-related •To identify a range of things that are ‘big’ and make comparisons, identifying things that are larger than other things •To identify a range of things that are ‘small’, identifying things that are smaller than other things •To know what makes someone or something ‘old’ and identify ways in which we can reuse and recycle old things •To know what ‘new’ means			•To identify the signs of summer and describe how the weather changes during the season. •To observe how plants, trees and flowers continue to grow and change in summer. •To recognise how animals behave during summer and explore the different habitats they live in. •To understand how to stay safe in sunny weather by wearing suitable clothing, drinking water and using sun protection. •To compare summer with the other seasons and recognise how the natural environment changes throughout the year. •To explore the outdoor environment through observation, investigation and play, developing curiosity about the natural world.		
	I will learn to...					
PSED	Manage emotions, control impulses, and follow rules Cope with change, reflect on behaviour, and make better choices Work independently, show resilience, and set simple goals Demonstrate confidence, independence, and responsibility Make healthy and safe choices; take pride in achievements					

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	Build positive relationships, resolve conflicts, and collaborate Show empathy, kindness, respect, and strong social communication skills Transition confidently to Year 1
C&L	Listen carefully, follow multi-step instructions, and respond appropriately Understand a wide range of vocabulary and maintain attention Show understanding of stories, explanations, and discussions Speak in full sentences, express ideas and feelings clearly Retell stories with detail and explain reasoning Adapt speech to different situations and engage confidently in conversation
PD	Move confidently, safely, and with good balance, coordination, and control Negotiate space and obstacles; participate in PE and team games Follow movement instructions and show strength, stamina, and safe equipment use Hold pencil correctly, write letters/words with control, and use tools precisely Show hand–eye coordination, manipulate small objects, and sustain fine motor tasks Produce detailed drawings and written work
	Complete PE scheme is followed across the school Topic: Games for understanding *explore why we need to follow the rules and keep the score during a game. *learn how to apply very simple tactics for attacking and defending in games.
Reading	Understand and discuss stories and texts Retell stories with detail and sequence Make inferences, predictions, and answer questions thoughtfully Use new vocabulary from texts in speech and writing Read Phase 3 sounds, digraphs, tricky words, and simple books fluently Blend unfamiliar words, read with expression, and read independently for pleasure
Phonics	Little Wandle SSP Programme will be followed, using assessments to ensure interventions are planned accordingly. Summer 2; Weeks 1-5

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Reception Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words	
Week 4	root word ending in: –ing, –ed /t/, –ed /d/ /ed/, –ed /d/	
Week 5	Phase 4 words ending in: –s /s/, –s /z/, –es longer words	

Writing

Write simple, coherent sentences independently
Use capital letters and full stops correctly
Spell many words correctly and phonetically plausible
Use adjectives and conjunctions with encouragement
Re-read and check writing independently
Write with confidence

Maths

Count reliably to 20+ and recognise/write numerals
Subitise to 5 and recall number bonds to 10
Add/subtract within 10 and understand place value to 20
Solve practical problems with numbers
Compare, order, and describe patterns, including odd/even numbers
Recognise, name, and describe 2D/3D shapes
Compare and measure length, height, weight, and capacity
Use positional and directional language accurately

White Rose Maths programme is followed across the school

Topics:
Sharing and grouping
Visualise, build and map
Make connections

UW

Talk about own life, family history, and changes over time
Sequence events, use time vocabulary, and retell historical stories

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	Explore different countries, cultures, traditions, and communities Use maps and globes; show respect for diversity Observe and describe the natural world, seasons, and life cycles Talk about animals, plants, and habitats using scientific vocabulary Investigate, record findings, and understand environmental responsibility Compare similarities and differences between environments
EAD	Explore and use materials and tools safely with control and purpose Combine media to create detailed representations of ideas and experiences Evaluate and adapt work independently Invent, retell, and perform stories; sing, play instruments, and create rhythms confidently Use imagination in role play and creative tasks Express ideas and feelings through art, music, and dance Collaborate and perform confidently to an audience

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