

# Reception Medium Term Planning

## SUMMER TERM 2026

### Summer 1 When I Grow up



Arts Week  
Sports Day  
Visit from a dentist  
Visit from a doctor  
Visit from a police officer

Prime Area:

**Personal, Social and Emotional Development**



Jigsaw: Relationships

To understand what a family is.

To understand how it feels to be lonely and know what to do if you are feeling this way.

To understand that friends sometimes fall out and know ways to make up/mend a friendship

To know that unkind words can hurt others feelings.

To know how to calm down when feeling angry e.g. deep breathing, calm or quiet place

To know how to be a good friend. e.g. share, be kind, look after each other

Prime Area:

**Communication and Language**



Children will be encouraged to develop their own narratives and explanations by connecting ideas or events using a range of connectives.

Describe events in some detail.

Ask and answer 'what', 'where', 'when' questions

Talk to explain what is happening and predict what might happen next

Prime Area:  
**Physical Development**



Gym sessions led by Avonbourne Gymnastics

Know that we can make different shapes with our bodies

Know that we can balance on different body parts, e.g. hands and feet, two hands and one foot, back, stomach, feet

Know that we can travel on different body parts, e.g. sliding, jumping, spinning

Know that we land safely with soft bent knees

Know that there are different ways of rocking and rolling, e.g. barrel roll, straight roll

Know that a sequence has rolls, balances, jumps and shapes

Know that we must move safely around space

Develop balancing and taking weight on different body parts

Copy and create short sequences by linking actions together

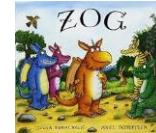
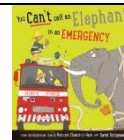
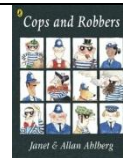
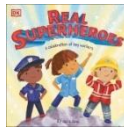
We will be continuing to focus on pencil grip and control with correct letter formation.

Use a variety of tools accurately and independently

Specific Area:  
**Literacy: Reading**



Key Texts:



To use their phonic knowledge to decode regular words and read them accurately.

To demonstrate an understanding by talking about what they have read.

To recognise and read Basics 3 tricky words in reading books –

**her was you he she we me be they my by are all some come so do little out**

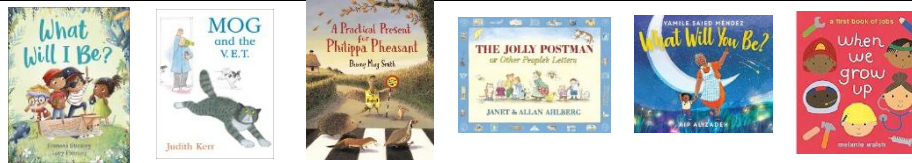
identify parts of stories they do not understand and ask for clarification (LP)

understand the title tells us something about the book (LP)

Can think, reflect and talk about what they have heard and seen in a range of books



Key texts:



Developing literacy skills using Supersonic Phonics and Kinetic Letters handwriting to create imaginative drawings and build and write CVC words

Recognise and blend sounds to read and build **CVC words including digraphs** (consonant-vowel-consonant e.g. 'chop' or 'food')

Write CVC words using phonic knowledge with correct letter formation

Write a simple phrase e.g. 'food in the bag'

Use finger spaces between words

Specific Area:

**Literacy: Writing**



Writing Basics 2 tricky words from memory.

Using the tricky word mat to write Basics 3 tricky words.

To engage in writing in their play

To write a simple caption or sentence independently.

Specific Area:

**Literacy: Phonics**



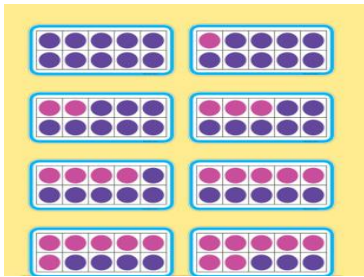
Consolidate all letter sounds learnt so far – Basics 2 and 3.

Blend and segment words using Basics 2 letters and Basics 3 digraphs

Use and apply Basics 3 sounds when reading and writing e.g. I can see a sail on the boat in the river.

Write a simple dictated sentence

Specific Area  
**Mathematics: Number**



Continue to practice and consolidate the skill of subitising (the skill of instantly recognising small quantities)

Consolidate number bonds within 10

Practice and consolidate counting on and back within 10.

Building numbers beyond 10 and develop the understanding that larger numbers are composed of full 10's and part of the next 10.

Counting patterns beyond 10 noticing the repeating 1-9 patterns.

Verbal counting to 20 and beyond

Specific Area:  
**Understanding  
the world:  
The World**



Talk about the variety of people in our local community

Find out about different jobs and roles such as delivery and shop staff, hairdressers, police, fire service, nurse, doctors, teachers

Specific Area:  
**Expressive Arts and Design:  
Exploring and using media and  
materials**



Arts Week: Art around the world

We are looking at Australia and Aboriginal art

We will be looking at creating art using a range of materials and media and the art will be based on dreamtime stories



Specific Area:  
**Expressive Arts and Design:  
Being  
imaginative**



To play cooperatively as part of a group to develop and act out a narrative.

To represent their own ideas and thoughts through design and technology and role play.

Providing opportunities for children to listen attentively, move to and talk about music, expressing their feelings and responses

Listening to different kinds of music from across the globe including traditional and folk music from Britain.

**Religious  
Education**



Story Time: What can we learn from stories

Listening to stories from a number of religions and exploring the morals and values such as honesty; telling the truth; friendship; things that are precious to us.

**Nature School**



Leaf buddy/ creating a story

Minibeasts

Tools – Whittling a stick to create a wand

Den building - pegs

Fire lighting/ emergency services

Bug hunting/ Observational drawing