

# EYFS Medium Term Plan — Summer 2

## Reception



### Overview of Enquiry Questions

Week	Theme	Enquiry Question
Week 1	Class Pet Birthday	<i>How do we celebrate birthdays and why are they special?</i>
Week 2	Pride Month	<i>What makes each of us special and unique?</i>
Week 3	Mindfulness & Transition	<i>What can help us feel confident and ready for something new?</i>
Week 4	Wellbeing	<i>How can we look after ourselves and each other?</i>
Week 5	Receptionbury (Music)	<i>How do instruments make different sounds?</i>
Week 6	Receptionbury Music Festival	<i>How do people celebrate music in different ways around the world?</i>

### Week 1 — Class Pet Birthday

**Enquiry Question:** *How do we celebrate birthdays and why are they special?*

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Knowledge: ambitious vocabulary — celebrate, tradition, candles, invitation, wish, surprise, anniversary.</li> </ul>	<ul style="list-style-type: none"> <li>Story sessions: 'Kipper's Birthday', 'The Big Birthday Surprise' — discussion about traditions and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Role play: birthday party shop / party planner office.</li> <li>Small world: party scene with characters and cake.</li> </ul>	<ul style="list-style-type: none"> <li>Adults model ambitious vocabulary and use full sentences with connectives.</li> <li>Adults extend children's talk with open questions:</li> </ul>	<ul style="list-style-type: none"> <li>Children use ambitious vocabulary in context (e.g. tradition, celebrate).</li> </ul>

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	<ul style="list-style-type: none"> <li>• Knowledge: connectives to extend sentences (because, and, but, so).</li> <li>• Skill: listen attentively and respond with relevant ideas.</li> <li>• Skill: articulate ideas in extended, well-formed sentences.</li> <li>• Skill: share personal experiences in a small group with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured discussions: 'What makes a birthday special to you?' — children share in small groups.</li> <li>• Vocabulary teaching: celebrate, tradition, candles, invitation, wish, surprise, anniversary.</li> <li>• Hot-seating: interview the class pet about its 'birthday wishes'.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking partners: plan a party for the class pet — agreeing and sequencing ideas.</li> </ul>	<p>'What might happen if...?'</p> <ul style="list-style-type: none"> <li>• Environment: word mat with birthday vocabulary and images; recording devices in role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respond with relevant ideas.</li> <li>• Articulate ideas in extended, well-formed sentences using connectives.</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Knowledge: feelings vocabulary — excited, nervous, proud, happy.</li> <li>• Knowledge: turn-taking and cooperation in group games.</li> <li>• Skill: wait for a turn and control immediate impulses.</li> <li>• Skill: show sensitivity to</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw Unit 6: Changing Me — lesson 1 'My Body' / introduction to the unit.</li> <li>• Circle time: 'Things that have changed since I was little' — sharing baby photos.</li> <li>• PSHE: turn-taking games linked to party activities (pass the parcel, musical statues).</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative play: planning a shared celebration for the class pet.</li> <li>• Kindness jar — children record kind acts towards others.</li> <li>• Emotions station: sorting pictures of how we feel on special days.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model naming complex feelings (excited, nervous, proud).</li> <li>• Reinforce routines through visual timetables linking to the 'celebration' theme.</li> <li>• Use restorative language to resolve disagreements during cooperative tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Children wait their turn and control immediate impulses independently.</li> <li>• Show sensitivity to others' feelings naturally and thoughtfully.</li> <li>• Work cooperatively in larger groups.</li> </ul>

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	<p>others' feelings on a special day.</p> <ul style="list-style-type: none"> <li>• Skill: reflect on personal change and growth (baby → now).</li> </ul>				
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Knowledge: Phase 4 GPCs — CCVC, CCVCC and polysyllabic word structures.</li> <li>• Knowledge: a sentence has a capital letter, finger spaces and a full stop.</li> <li>• Knowledge: a recount tells what happened in order.</li> <li>• Skill: blend and segment Phase 4 words to read and spell.</li> <li>• Skill: write simple sentences for purpose (cards, invitations, recount).</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle phonics — daily Phase 4 review: CCVC, CCVCC, polysyllabic words.</li> <li>• Guided reading: books featuring celebrations and birthdays (fluency and expression).</li> <li>• Writing sessions: write a birthday card / invitation for the class pet, applying capital letters and full stops.</li> <li>• Shared write: a recount of the pet's birthday party.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark making: invitations, cards and party lists in the writing area.</li> <li>• Book corner: non-fiction books about pets and fiction books about birthdays.</li> <li>• Role-play writing opportunities (menus, gift tags, party planners).</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model writing, thinking aloud about sound-letter correspondences and common exception words.</li> <li>• Support oral rehearsal of sentences before writing.</li> <li>• Reinforce Phase 4 blending and segmenting through phonics displays and magnetic letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge to write words matching spoken sounds (Phase 3/4).</li> <li>• Write simple phrases/sentences that can be read by others (ELG).</li> <li>• Re-read their own writing to check it makes sense.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Sharing means giving one object at a time, equally,</li> </ul>	<ul style="list-style-type: none"> <li>• Share a quantity equally between groups, identifying any leftovers.</li> </ul>	<ul style="list-style-type: none"> <li>• WR Summer Block 4 Step 2 – Sharing (share equally</li> </ul>	<ul style="list-style-type: none"> <li>• Provide cubes, rulers, balance scales and real</li> </ul>	<ul style="list-style-type: none"> <li>• Share equally between groups and identify leftovers.</li> </ul>

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	<p>until they are all gone.</p> <ul style="list-style-type: none"> <li>• Sometimes there are objects left over that cannot be shared fairly.</li> <li>• Grouping means putting a fixed number of items in each group and seeing how many groups you get.</li> <li>• Even numbers share equally into two groups; odd numbers leave one left over.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore grouping by putting a set number of objects into each group.</li> <li>• Group a quantity by placing a set number of objects in each group.</li> <li>• Identify a number as odd or even by sharing into two groups.</li> </ul>	<p>between groups, with leftovers).</p> <ul style="list-style-type: none"> <li>• WR Summer Block 4 Step 3 – Explore grouping (put N items in each group).</li> <li>• WR Summer Block 4 Step 4 – Grouping (how many groups can we make?).</li> <li>• WR Summer Block 4 Step 5 – Even and odd sharing.</li> <li>• Sharing party food: 'share 12 raisins equally between 3 / 4 / 6 pots — what do you notice?'</li> <li>• Grouping raisins: '3 raisins in each pot — how many pots can we fill from 12 raisins?'</li> <li>• Odd / even potions: collect natural objects, share into two cauldrons — odd or even?</li> <li>• Party shop maths: price tags, pay</li> </ul>	<p>party food in every maths area.</p> <ul style="list-style-type: none"> <li>• Stem sentences: 'My biscuit is ___ cubes tall. Compared to the cake, it was ___ cubes tall.'</li> <li>• Daily quick-fire number bond practice during seed counting routines (KFKS 10).</li> <li>• Ask reasoning questions: 'How do you know? Show me another way.'</li> </ul>	<ul style="list-style-type: none"> <li>• Explore grouping with a set number in each group.</li> <li>• Identify odd and even numbers by sharing into two equal groups.</li> <li>• Apply sharing and grouping in real-life planting contexts.</li> </ul>

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			with coins, work out totals.		
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Knowledge: birthdays are celebrated in different ways in different families.</li> <li>• Knowledge: a personal timeline (baby → toddler → now) shows change over time.</li> <li>• Knowledge: traditions and celebrations vary across cultures (Quinceañera, half-birthdays, etc.).</li> <li>• Skill: talk about similarities and differences between themselves as a baby and now.</li> <li>• Skill: ask enquiry questions about traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic teaching: birthdays and how they are celebrated in different families.</li> <li>• Discussion: 'How have I changed since I was a baby?' — using baby photos / memory boxes.</li> <li>• RE link: 'What makes our world Wonderful?' — appreciating the gift of life and celebrations.</li> <li>• Visitor: invite a parent to talk about a family birthday tradition.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration area: timeline of a child's life (baby, toddler, now).</li> <li>• Small world: home corner set for a birthday celebration.</li> <li>• Investigation: exploring photos of self and family at different ages.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide real-life experiences — photos, memory items brought from home.</li> <li>• Encourage enquiry: 'Why do we have birthdays?', 'Why are traditions important?'</li> <li>• Link to diverse cultural celebrations (Quinceañera, half-birthdays etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the similarities and differences between themselves as a baby and now.</li> <li>• Know similarities and differences between religious / cultural communities.</li> <li>• Show curiosity about the wider world.</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Knowledge: a plan-do-review cycle — first I will, then I will, finally I will.</li> <li>• Knowledge: design choices can be</li> </ul>	<ul style="list-style-type: none"> <li>• Art input: designing a birthday card using chosen techniques (collage, printing, drawing).</li> </ul>	<ul style="list-style-type: none"> <li>• Creative area: junk-modelling a birthday present / decorations.</li> <li>• Role play: party shop with cards,</li> </ul>	<ul style="list-style-type: none"> <li>• Model techniques and planning — 'First I will... then I will...'</li> <li>• Encourage children to evaluate and</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use tools and techniques, planning and refining their ideas.</li> <li>• Sing confidently, matching pitch and</li> </ul>

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	<p>explained (why I chose, how I made).</p> <ul style="list-style-type: none"> <li>• Knowledge: 'Happy Birthday' melody and pitch matching.</li> <li>• Skill: plan, refine and evaluate creative work.</li> <li>• Skill: sing as a group and match pitch confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Music session: learning and singing 'Happy Birthday' — matching pitch and following melody.</li> <li>• Model construction: designing a cake / party hat, explaining their choices.</li> </ul>	<p>wrapping paper, ribbons.</p> <ul style="list-style-type: none"> <li>• Open-ended materials: ribbons, sequins, tissue for 'party preparations'.</li> </ul>	<p>explain their process fully.</p> <ul style="list-style-type: none"> <li>• Display examples of children's work with annotated techniques.</li> </ul>	<p>following the melody.</p> <ul style="list-style-type: none"> <li>• Share creations and explain techniques used.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Knowledge: travelling actions — running, hopping, skipping.</li> <li>• Knowledge: zig-zag letter family (v, w, x, z, k) — formation and tripod grip (KFKS-6).</li> <li>• Skill: combine gross motor movements with control and fluency.</li> <li>• Skill: throw and catch with accuracy (e.g. 'pass the parcel').</li> </ul>	<ul style="list-style-type: none"> <li>• PE: party games with travelling actions — running, hopping, skipping with control.</li> <li>• Handwriting teaching: cursive-preparation letter formation (zig-zag family v, w, x, z, k) — KFKS-6.</li> <li>• Ball skills: throwing and catching with accuracy (passing around a 'party parcel').</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor play: obstacle course 'party trail'.</li> <li>• Fine motor stations: threading beads to make birthday necklaces, ribbon weaving, icing a play-dough cake with piping.</li> <li>• Scissor skills: cutting out party decorations.</li> </ul>	<ul style="list-style-type: none"> <li>• Model and demonstrate fluent movement and correct tripod grip.</li> <li>• Provide varied tools: piping bags, tweezers, hole punches, scissors.</li> <li>• Structured PE warm-ups linked to the celebration theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> <li>• Hold pencil using tripod grip in almost all cases (KFKS-6).</li> <li>• Use a range of tools competently and confidently (KFKS 8).</li> </ul>

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	<ul style="list-style-type: none"> <li>• Skill: use varied tools (piping bags, tweezers, hole punches, scissors) competently (KFKS 8).</li> </ul>				

## Week 2 — Pride Month

**Enquiry Question:** *What makes each of us special and unique?*

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<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Knowledge: respectful, inclusive vocabulary — unique, identity, respect, family, community, proud, different, same.</li> <li>• Knowledge: open and investigative questions explore similarities and differences.</li> <li>• Skill: ask open-ended and investigative questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Story sessions: 'Julian is a Mermaid', 'And Tango Makes Three', 'All Are Welcome'.</li> <li>• Structured discussions: 'What makes your family special?' — sharing respectfully.</li> <li>• Vocabulary teaching: unique, identity, respect, family, community, proud, different, same.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play: home corner reflecting diverse family structures.</li> <li>• Small world: figures representing different families and communities.</li> <li>• Talking partners: share one thing that makes them proud of themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model respectful, inclusive language.</li> <li>• Extend vocabulary by introducing words to describe identity and feelings.</li> <li>• Use investigative questioning to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask open-ended and investigative questions.</li> <li>• Use ambitious vocabulary in varied contexts.</li> <li>• Articulate thoughts in coherent narratives with a clear sequence.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Skill: use ambitious vocabulary in varied contexts.</li> <li>• Skill: articulate thoughts in coherent narratives with a clear sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Open-ended questioning: 'How are we the same? How are we different?'</li> </ul>			
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Knowledge: each person is special, valuable and unique.</li> <li>• Knowledge: respect, kindness and inclusion as community values.</li> <li>• Skill: see themselves as a valuable individual.</li> <li>• Skill: build sustaining positive relationships with a range of peers.</li> <li>• Skill: show sensitivity to others' needs independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw Unit 6: Changing Me — celebrating what is special about me.</li> <li>• Circle time: 'I am special because...'</li> <li>— each child contributes with a picture.</li> <li>• PSHE: discussing respect for difference and what it means to be a kind friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative play: building a 'classroom of kindness' display together.</li> <li>• Social interaction: mixed-up friendship games to encourage inclusion.</li> <li>• 'All About Me' stations — family trees, self-portraits, handprints.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model behaviour that values and celebrates every child.</li> <li>• Reinforce routines that promote inclusion and respect.</li> <li>• Support emotions — validate feelings linked to feeling 'different' or 'the same'.</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build sustaining positive relationships with a range of peers.</li> <li>• Show sensitivity to others' needs independently.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Knowledge: Phase 4 review and common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle phonics: Phase 4 review and common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark making: self-portrait labels and sentences about themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Model writing 'I can / I am' sentences with oral rehearsal first.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences with known GPCs and tricky words independently.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Knowledge: inference — using picture and text clues to work out feelings.</li> <li>• Knowledge: 'I am' and 'I can' sentence structures with capital letter and full stop.</li> <li>• Skill: write simple sentences with known GPCs and tricky words independently.</li> <li>• Skill: re-read writing to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading: books celebrating identity and diversity — making inferences.</li> <li>• Writing sessions: 'I am special because...' — writing a simple sentence with a capital letter and full stop.</li> <li>• Retell a story orally, some as exact repetition, some in own words.</li> </ul>	<ul style="list-style-type: none"> <li>• Book corner: picture books celebrating diversity.</li> <li>• Writing area: cards of kindness for a friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Use picture prompts and sentence stems to scaffold independent writing.</li> <li>• Reinforce common exception words through display and flashcards.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read what they have written to check it makes sense.</li> <li>• Demonstrate understanding of stories with detail and expression.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Knowledge: a double is two equal groups put together (double 3 = 3 + 3 = 6).</li> <li>• Knowledge: number bonds and doubles within 10 — automatic recall (KFKS-10, ELG).</li> <li>• Knowledge: a repeating pattern is made of a unit of repeat (e.g. an</li> </ul>	<ul style="list-style-type: none"> <li>• WR Summer Block 4 Step 6 – Play with and build doubles (KFKS-10).</li> <li>• WR Summer Block 5 Step 1 – Identify units of repeating patterns.</li> <li>• WR Summer Block 5 Step 2 – Create own pattern rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Doubles in role-play: 'pairs of party shoes', matching socks, twin gift bags.</li> <li>• Pattern jewellery workshop: bead bracelets / necklaces with chosen pattern rules.</li> <li>• Loose parts (buttons, beads, pebbles) for free</li> </ul>	<ul style="list-style-type: none"> <li>• Use real party manipulatives (candles, plates, party bags, tens frames).</li> <li>• Model reasoning aloud — 'I know 7 and 3 makes 10 because...'</li> <li>• Ask open reasoning questions: 'How do you know?', 'Can</li> </ul>	<ul style="list-style-type: none"> <li>• Recall doubles to double 5 automatically (KFKS-10).</li> <li>• Identify the unit of repeat in a pattern.</li> <li>• Create their own pattern rule and verbalise it.</li> <li>• Explore and describe their own and others' pattern rules.</li> </ul>

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	<p>ABB pattern: party-cake-cake).</p> <ul style="list-style-type: none"> <li>• Knowledge: a pattern rule describes the repeat.</li> <li>• Skill: recall doubles to double 5 automatically (KFKS-10).</li> <li>• Skill: identify the unit of repeat in a pattern.</li> <li>• Skill: create their own pattern rule and verbalise it.</li> </ul>	<ul style="list-style-type: none"> <li>• WR Summer Block 5 Step 3 – Explore own pattern rules.</li> <li>• Doubles in a party context: double 4 candles, double 3 cupcakes — show with cubes.</li> <li>• Pattern bunting: design a class-pet birthday banner with an AAB / ABB / ABCD repeat.</li> <li>• Puppet pattern game: the class pet's puppet makes a pattern, children guess the rule!</li> </ul>	<p>pattern-making in the maths area.</p> <ul style="list-style-type: none"> <li>• Pattern-making challenge cards: AAB, ABB, AABB, ABCD around a circle (paper plate).</li> <li>• Class-pet party-planning station: pairs of plates / cups / decorations.</li> </ul>	<p>you show me another way?'</p>	
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Knowledge: families come in different shapes and sizes around the world and in our community.</li> <li>• Knowledge: the Pride flag — belonging, love, pride in who you are (age-appropriate).</li> <li>• Knowledge: similarities and</li> </ul>	<ul style="list-style-type: none"> <li>• Topic teaching: different families around the world and in our community.</li> <li>• RE link: 'What makes our world Wonderful?' — the wonder of diverse people and communities.</li> <li>• Discussion: the meaning of the Pride flag and its</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration area: books, photos and artefacts representing different families.</li> <li>• Small world: people figures representing diverse communities.</li> <li>• Investigation: looking at how homes and families differ and are</li> </ul>	<ul style="list-style-type: none"> <li>• Provide real-life experiences (photos, family stories).</li> <li>• Encourage enquiry into similarities and differences with respectful curiosity.</li> <li>• Use age-appropriate, factual language about family structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Know similarities and differences between cultural communities (understanding diversity).</li> <li>• Talk about the lives of the people around them and their roles.</li> <li>• Show curiosity and respect for difference.</li> </ul>

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	<p>differences between cultural communities.</p> <ul style="list-style-type: none"> <li>• Skill: explore similarities and differences with respectful curiosity.</li> <li>• Skill: talk about the lives of the people around them and their roles.</li> </ul>	<p>colours (age-appropriate — belonging, love, being proud of who you are).</p> <ul style="list-style-type: none"> <li>• Visitors: invite family members to share about their family.</li> </ul>	<p>similar around the world.</p>		
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Knowledge: skin tones can be observed and mixed using a range of paints.</li> <li>• Knowledge: collaborative artwork combines individual contributions into one piece.</li> <li>• Knowledge: music from different cultures has different sounds, rhythms and instruments.</li> <li>• Skill: confidently apply artistic effects to express ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Art input: self-portraits using mirrors — observing and mixing skin tones.</li> <li>• Art input: creating a rainbow / pride-themed collaborative artwork.</li> <li>• Music: listening to music from a range of cultures — expressing opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Creative area: mixed-media self-portraits using fabric, paper, natural materials.</li> <li>• Role play: celebration area with flags and clothing from different cultures.</li> <li>• Open-ended materials for designing 'what makes me me' artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Model colour mixing and careful observation for self-portraits.</li> <li>• Encourage purposeful, planned creative choices.</li> <li>• Display artwork with child-voice annotations.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently apply artistic effects to express ideas and feelings.</li> <li>• Listen to and talk about music, expressing opinions with detail.</li> <li>• Share creations and explain choices fully.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Skill: listen to and talk about music, expressing opinions with detail.</li> </ul>				
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Knowledge: bodies move in unique ways — agility, coordination, individual style.</li> <li>• Knowledge: all letter families revisited for automaticity (KFKS-6).</li> <li>• Skill: show agility and coordination in a variety of movements.</li> <li>• Skill: maintain fluent, legible handwriting independently.</li> <li>• Skill: use a range of tools competently and confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• PE: 'Me and My Body' — exploring how my body can move in unique ways.</li> <li>• Handwriting teaching: consolidation of all letter families — automaticity (KFKS-6).</li> <li>• Dance: creating a short movement sequence to represent 'me'.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor play: 'follow my leader' where each child leads a unique movement.</li> <li>• Fine motor stations: tracing self-portraits, using tweezers for small-scale design work.</li> <li>• Handwriting practice during independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Model a range of movement possibilities, celebrating individual style.</li> <li>• Provide varied fine motor tools for different preferences.</li> <li>• Adults observe and support handwriting posture and grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Show agility and coordination in a variety of movements.</li> <li>• Maintain fluent, legible handwriting independently.</li> <li>• Use a range of tools competently and confidently.</li> </ul>

### Week 3 — Mindfulness & Transition

**Enquiry Question:** *What can help us feel confident and ready for something new?*

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Knowledge: vocabulary for feelings and mindfulness — mindful, calm, confident, worry, brave, breath, transition, focus.</li> <li>• Knowledge: talk can be used to organise thinking and work through worries.</li> <li>• Skill: sustain attention in whole-class contexts.</li> <li>• Skill: use talk to work out problems and organise thinking.</li> <li>• Skill: explain how they feel and why, with reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Story sessions: 'The Koala Who Could', 'The Colour Monster' — focus on feelings and change.</li> <li>• Structured discussions: 'What are you looking forward to in Year 1?' / 'What worries you?'</li> <li>• Vocabulary teaching: mindful, calm, confident, worry, brave, breath, transition, focus.</li> <li>• Whole-class mindfulness talk-time — describing sensations and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play: 'Year 1 classroom' — exploring through talk.</li> <li>• Small world: calming sensory area with talk partner prompts.</li> <li>• Talking partners: 'One thing I'm good at is...'</li> </ul>	<ul style="list-style-type: none"> <li>• Adults model calm language and reflective questioning.</li> <li>• Extend children's talk — 'Can you tell me more about that feeling?'</li> <li>• Provide quiet listening times with sustained attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain attention in whole class contexts.</li> <li>• Use talk to work out problems and organise thinking independently.</li> <li>• Explain how they feel and why, with reasoning.</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Knowledge: self-regulation strategies — 5-finger breathing, grounding, counting.</li> <li>• Knowledge: change can be approached</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw Unit 6: Changing Me — preparing for Year 1.</li> <li>• Circle time: 'Worry Monsters' — naming worries and strategies to manage them.</li> </ul>	<ul style="list-style-type: none"> <li>• Calm corner with mindfulness cards and sensory tools.</li> <li>• Feelings wall — children track how they feel across the day.</li> <li>• Collaborative play: 'I can help you' challenge cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Model naming and regulating emotions.</li> <li>• Explicit teaching of strategies: 5-finger breathing, grounding, counting.</li> <li>• Reinforce routines that support</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge independently (ELG).</li> <li>• Identify and moderate their own feelings consistently.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<p>positively with the right support.</p> <ul style="list-style-type: none"> <li>• Skill: show resilience and perseverance in the face of challenge independently.</li> <li>• Skill: identify and moderate own feelings consistently.</li> <li>• Skill: be confident to try new activities independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Mindfulness sessions: guided breathing, body scan, gratitude journaling (drawing).</li> <li>• Visit from Year 1 teacher / tour of the Year 1 classroom.</li> </ul>		<p>resilience independently.</p>	<ul style="list-style-type: none"> <li>• Be confident to try new activities independently.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Knowledge: Phase 4 consolidation and tricky-word review.</li> <li>• Knowledge: a personal letter has a greeting, message and sign-off.</li> <li>• Skill: read with fluency and expression at Phase 3/4 level.</li> <li>• Skill: write simple sentences with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle phonics: consolidation of Phase 4 and review of tricky words.</li> <li>• Guided reading: books about change and resilience — fluency and expression.</li> <li>• Writing sessions: 'My Hopes for Year 1' — writing simple sentences with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark making: gratitude journals and feelings diaries in the writing area.</li> <li>• Book corner: selection of 'big feelings' and transition books.</li> <li>• Writing area: postcards to the Year 1 teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Model oral composition with full stops and capital letters.</li> <li>• Support re-reading of children's own writing.</li> <li>• Reinforce common exception words relevant to transition writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others (ELG).</li> <li>• Re-read to check it makes sense.</li> <li>• Read with fluency and expression at Phase 3/4 level.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Skill: re-read writing to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared writing: compose a class letter to the Year 1 teacher.</li> </ul>			
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Knowledge: scenes can be replicated by placing objects in the same positions.</li> <li>• Knowledge: things look different when viewed from different positions (above, side, below).</li> <li>• Knowledge: positional language describes where things are: in front of, behind, next to, between.</li> <li>• Knowledge: step-by-step instructions help us build accurately.</li> <li>• Skill: replicate a scene or model from a picture or example.</li> <li>• Skill: describe what they see from a different viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>• WR Summer Block 5 Step 4 – Replicate and build scenes and constructions.</li> <li>• WR Summer Block 5 Step 5 – Visualise from different positions.</li> <li>• WR Summer Block 5 Step 6 – Describe positions.</li> <li>• WR Summer Block 5 Step 7 – Give instructions to build.</li> <li>• Pride-flag pattern challenge: build the rainbow stripes in the right order — describe the colours' positions.</li> <li>• Replicate-the-scene game: a class display photo on the IWB; children rebuild it with bricks.</li> </ul>	<ul style="list-style-type: none"> <li>• Construction area: build a 'celebration city' from a picture; describe it from above and from the side.</li> <li>• Photograph station: take pictures of small-world scenes from unusual viewpoints — 'where was the photographer?'</li> <li>• Positional language word mat (in front of, behind, next to, between, above, below).</li> <li>• Instruction-writing for a partner: 'how to build my model'.</li> <li>• Mirror exploration: looking at a built model from different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Use manipulatives (ten frames, double-sided counters).</li> <li>• Model thinking out loud when comparing greater than / less than.</li> <li>• Ask reasoning questions — 'Is that fair? How do you know?'</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate a scene or model from a picture.</li> <li>• Describe what they see from different positions.</li> <li>• Use positional language confidently in conversation.</li> <li>• Give and follow simple building instructions.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Skill: use positional language to describe arrangements.</li> <li>• Skill: give and follow building instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Barrier-build partner game: one child gives instructions, the other builds, no peeking!</li> </ul>			
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Knowledge: how children themselves have grown and changed across the Reception year.</li> <li>• Knowledge: seasonal change is an ongoing natural process (recap of all four seasons).</li> <li>• Knowledge: signs of summer in the local environment.</li> <li>• Skill: talk about similarities and differences between now and earlier in the year.</li> <li>• Skill: describe what they see, hear and feel outside independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic teaching: 'How have I grown and changed this year?' — looking back at learning.</li> <li>• RE link: 'What makes our world Wonderful?' — appreciating change in nature and ourselves.</li> <li>• Discussion: seasons recap — how the year has changed from September to now.</li> <li>• Trip / visit: nature walk to observe signs of summer and record changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration area: timeline of 'my year in Reception'.</li> <li>• Small world: nature / seasonal small world.</li> <li>• Investigation: mindfulness-nature observation station.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide real-life experiences (journals, photographs from across the year).</li> <li>• Encourage enquiry: 'What has changed? What has stayed the same?'</li> <li>• Link change in self to change in nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about similarities and differences between now and earlier in the year (personal past).</li> <li>• Understand important processes and changes in the natural world (all seasons recap).</li> <li>• Describe what they see, hear and feel outside independently and with detail.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Knowledge: art can be a tool for calm and self-expression (mandalas, pebble painting, leaf printing).</li> <li>• Knowledge: calming music has a slower tempo and softer dynamics.</li> <li>• Skill: confidently refine and build on previous learning.</li> <li>• Skill: listen attentively to music and express feelings with detail.</li> <li>• Skill: create with purpose and explain their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Art input: calming nature art (pebble painting, leaf printing, mandalas).</li> <li>• Music: exploring calming music — listening, moving and expressing feelings.</li> <li>• Design: make a 'worry box' / 'confidence jar' to take to Year 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Creative area: mindful colouring, pattern design.</li> <li>• Role play: yoga / spa role play corner.</li> <li>• Open-ended materials to represent 'what makes me feel calm'.</li> </ul>	<ul style="list-style-type: none"> <li>• Model slow, purposeful creative techniques.</li> <li>• Encourage children to refine ideas and return to previous work.</li> <li>• Provide quiet, focused creative spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently refine and build on previous learning.</li> <li>• Listen attentively to music and express feelings with detail.</li> <li>• Create with purpose and explain their ideas.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Knowledge: yoga and mindful movement build balance, control and breathing.</li> <li>• Knowledge: handwriting fluency and posture for Year 1 readiness (KFKS-6).</li> </ul>	<ul style="list-style-type: none"> <li>• PE: yoga and mindful movement — balance, control and breathing.</li> <li>• Handwriting teaching: independent handwriting at the writing table (KFKS-6).</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor play: balance beams, stepping stones, mindful walking.</li> <li>• Fine motor stations: cutting and folding origami 'fortune tellers' linked to transition.</li> <li>• Handwriting practice during</li> </ul>	<ul style="list-style-type: none"> <li>• Model fluent, controlled movement.</li> <li>• Provide tools (yoga cards, pose prompts).</li> <li>• Adults promote good posture and tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards a fluent style of moving with control and grace.</li> <li>• Develop a handwriting style that is increasingly fluent and automatic.</li> <li>• Show increased body-strength,</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Skill: progress towards a fluent style of moving with control and grace.</li> <li>• Skill: develop a handwriting style that is increasingly fluent and automatic.</li> <li>• Skill: show increased body strength, balance, coordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastic-style balance and coordination exercises.</li> </ul>	continuous provision.		balance, coordination and agility.

## Week 4 — Wellbeing

**Enquiry Question:** *How can we look after ourselves and each other?*

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Knowledge: wellbeing vocabulary — healthy, wellbeing, exercise, nutrition, hygiene, emotions, support.</li> <li>• Knowledge: cause-and-effect</li> </ul>	<ul style="list-style-type: none"> <li>• Story sessions: 'The Bad Seed', 'Have You Filled a Bucket Today?'</li> <li>• Structured discussions: 'How can we be a good friend?'</li> </ul>	<ul style="list-style-type: none"> <li>• Role play: doctor's surgery / dentist / healthy café.</li> <li>• Small world: hospital and home scenes linked to wellbeing.</li> <li>• Talking partners: share a healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Model ambitious vocabulary and cause-and-effect reasoning.</li> <li>• Extend: 'And why do you think that?'</li> <li>• Use questioning to prompt explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate ideas in extended, well-formed sentences with connectives.</li> <li>• Explain how things work and why they might happen with reasoning.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<p>language to explain how things work.</p> <ul style="list-style-type: none"> <li>• Skill: articulate ideas in extended, well-formed sentences with connectives.</li> <li>• Skill: explain how things work and why with reasoning.</li> <li>• Skill: use ambitious vocabulary naturally in varied contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary teaching: healthy, wellbeing, exercise, nutrition, hygiene, emotions, support.</li> <li>• Explain how things work: 'How does exercise help our body?'</li> </ul>	<p>choice they made today.</p>		<ul style="list-style-type: none"> <li>• Use ambitious vocabulary naturally in varied contexts.</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Knowledge: factors that support wellbeing — exercise, sleep, screen time, healthy eating, toothbrushing.</li> <li>• Knowledge: personal hygiene routines (handwashing, brushing teeth).</li> <li>• Skill: manage personal hygiene independently (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw Unit 6: Changing Me — keeping myself healthy and safe.</li> <li>• Circle time: acts of kindness jar — adding and reflecting on kind actions.</li> <li>• PSHE: discussing factors that support wellbeing — exercise, sleep, screen time, healthy eating, toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative play: healthy picnic role play.</li> <li>• Social interaction: buddy system — supporting a friend each day.</li> <li>• Reflection station: thinking about how I feel after different activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Model wellbeing strategies and language.</li> <li>• Reinforce routines: hand washing, eating fruit, water breaks.</li> <li>• Support emotions with age-appropriate mindfulness techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage personal hygiene independently (ELG).</li> <li>• Know and talk about factors that support their overall health and wellbeing (ELG).</li> <li>• Show sensitivity to own and others' needs independently.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Skill: know and talk about factors that support overall health and wellbeing (ELG).</li> <li>• Skill: show sensitivity to own and others' needs independently.</li> </ul>				
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Knowledge: Phase 4 consolidation — automatic reading of tricky words.</li> <li>• Knowledge: non-fiction texts give real-world information (labels, captions, headings).</li> <li>• Knowledge: a recipe is a sequenced set of instructions.</li> <li>• Skill: engage meaningfully with non-fiction texts.</li> <li>• Skill: write simple phrases and sentences that others can read (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle phonics: Phase 4 consolidation and automatic reading of tricky words.</li> <li>• Guided reading: non-fiction books about health and the body — engage with non-fiction.</li> <li>• Writing sessions: labels and captions for a healthy plate / write a simple recipe.</li> <li>• Shared writing: a class 'wellbeing promise'.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark making: healthy food menus and shopping lists.</li> <li>• Book corner: non-fiction wellbeing and body books.</li> <li>• Writing area: write a kind note to a friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Model writing a caption or label using Phase 3/4 phonics.</li> <li>• Support oral rehearsal before writing.</li> <li>• Encourage re-reading and checking for sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage meaningfully with non-fiction texts.</li> <li>• Write simple phrases / sentences that others can read (ELG).</li> <li>• Apply Phase 3/4 phonics to spelling.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Knowledge: a map represents a real place from above.</li> <li>• Knowledge: maps can be drawn with models, with pictures or with marks.</li> <li>• Knowledge: familiar journeys (home to school, classroom to playground) can be shown on a map.</li> <li>• Knowledge: maps in stories help us follow the action and understand the setting.</li> <li>• Skill: explore and read simple maps.</li> <li>• Skill: represent a map with models and 3-D objects.</li> <li>• Skill: draw a simple map of a familiar place with key landmarks.</li> <li>• Skill: draw a map for a story situation (e.g. We're Going on a Bear Hunt).</li> </ul>	<ul style="list-style-type: none"> <li>• WR Summer Block 5 Step 8 – Explore mapping (paper, story, aerial, road).</li> <li>• WR Summer Block 5 Step 9 – Represent maps with models.</li> <li>• WR Summer Block 5 Step 10 – Create own maps from familiar places.</li> <li>• WR Summer Block 5 Step 11 – Create own maps and plans from story situations.</li> <li>• Map our journey to Year 1: draw a simple map from our Reception classroom to the Year 1 room.</li> <li>• Mindfulness maps: draw a 'calm-corner map' showing where each calming item belongs.</li> <li>• Transition treasure map: hide a 'Year 1 ready!' treasure for children to find using a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Map-making station: tea-stained paper, clipboards, pencils for treasure maps.</li> <li>• Small-world: We're Going on a Bear Hunt set up — children describe and map the journey.</li> <li>• Construction area: build a 3-D model from a 2-D map (obstacle course).</li> <li>• Outdoor mapping: walk a familiar route, then draw what you saw.</li> <li>• Story-map writing: a map to go with our favourite mindfulness story.</li> </ul>	<ul style="list-style-type: none"> <li>• Use manipulatives (Numicon, number lines, tens frames).</li> <li>• Model thinking during problem solving — 'I wonder how many...'</li> <li>• Ask reasoning questions — 'What do you notice? Why?'</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and read simple maps with confidence.</li> <li>• Represent a map using 3-D models.</li> <li>• Create simple maps of familiar places with landmarks.</li> <li>• Use maps to support storytelling and journey-telling.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Knowledge: how the human body grows and changes over time (life cycle).</li> <li>• Knowledge: people who help us stay well — nurse, dentist, GP.</li> <li>• Knowledge: how health and wellbeing practices vary across communities.</li> <li>• Skill: make observations and drawings of life cycles and growth.</li> <li>• Skill: talk about the roles of people who help us.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic teaching: how our bodies grow and change (life cycles and growth).</li> <li>• RE link: 'What makes our world Wonderful?' — the wonder of our bodies and wellbeing.</li> <li>• Visitor: nurse / dentist / GP to discuss how they help us stay well.</li> <li>• Discussion: contrasting environments — how do people in other countries stay healthy?</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration area: life cycle (human) display with photographs.</li> <li>• Small world: hospital / community role play.</li> <li>• Investigation: sorting healthy foods from around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide real-life experiences via visitors and artefacts.</li> <li>• Encourage enquiry: 'What does our body need to stay healthy?'</li> <li>• Link learning to diverse communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations and drawings of life cycles and growth.</li> <li>• Talk about the roles of people who help us.</li> <li>• Recognise environments different from their own.</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Knowledge: a plan-do-review cycle to create a poster with purpose.</li> <li>• Knowledge: songs and movement embed knowledge of the body.</li> <li>• Knowledge: design technology — designing a healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Art input: designing a 'Wellbeing poster' — planning first, then creating, then evaluating.</li> <li>• Music: songs about the body and movement ('Head, Shoulders, Knees and Toes' extended, 'Healthy Me' raps).</li> </ul>	<ul style="list-style-type: none"> <li>• Creative area: junk modelling healthy foods.</li> <li>• Role play: healthy café / smoothie bar.</li> <li>• Open-ended materials: planning creative wellbeing adverts.</li> </ul>	<ul style="list-style-type: none"> <li>• Model the plan-do-review creative process.</li> <li>• Encourage full evaluation of finished pieces.</li> <li>• Display process photos alongside outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use materials, planning and refining ideas.</li> <li>• Sing confidently, matching pitch and following melody.</li> <li>• Share creations and explain techniques fully.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>snack with intention.</li> <li>• Skill: safely use materials, planning and refining ideas.</li> <li>• Skill: sing confidently, matching pitch and following melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Design technology: design and create a healthy snack.</li> </ul>			
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Knowledge: ball-skill vocabulary — throwing, catching, aiming with accuracy and control.</li> <li>• Knowledge: the link between physical exercise and feeling well.</li> <li>• Knowledge: safe use of food-prep tools (safe knives, graters).</li> <li>• Skill: use ball skills with accuracy and control.</li> <li>• Skill: use a range of tools competently, safely and confidently (KFKS 8).</li> </ul>	<ul style="list-style-type: none"> <li>• PE: ball skills — throwing, catching, aiming with accuracy and control.</li> <li>• Handwriting teaching: independent fluent letter formation (KFKS-6).</li> <li>• Exercise circuits — linking physical activity to wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor play: active games (e.g. target games, obstacle races).</li> <li>• Fine motor stations: food prep (real, with supervision) — cutting soft fruit, spreading.</li> <li>• Healthy eating reflective drawing station.</li> </ul>	<ul style="list-style-type: none"> <li>• Model accurate ball skills with verbal cues.</li> <li>• Provide real tools (safe knives, graters) under supervision.</li> <li>• Support independent tripod grip and posture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use ball skills with accuracy and control.</li> <li>• Use a range of tools competently, safely and confidently (KFKS 8).</li> <li>• Hold pencil correctly (tripod grip) in almost all cases (KFKS-6).</li> </ul>

## Week 5 — Receptionbury (Music)

**Enquiry Question:** *How do instruments make different sounds?*

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Knowledge: musical vocabulary — rhythm, beat, tempo, pitch, string, percussion, wind, vibration, loud, quiet.</li> <li>• Knowledge: explanation language (because, so that, which means).</li> <li>• Skill: use ambitious vocabulary independently.</li> <li>• Skill: explain how instruments make sound with reasoning.</li> <li>• Skill: ask investigative questions about how things work.</li> </ul>	<ul style="list-style-type: none"> <li>• Story sessions: 'The Pied Piper', 'The Musical Life of Gustav Mole'.</li> <li>• Structured discussions: 'Which instrument do you like best and why?'</li> <li>• Vocabulary teaching: rhythm, beat, tempo, pitch, string, percussion, wind, vibration, loud, quiet.</li> <li>• Explain: 'Why does a drum sound different from a triangle?'</li> </ul>	<ul style="list-style-type: none"> <li>• Role play: music shop / recording studio.</li> <li>• Small world: musician figures and stage.</li> <li>• Talking partners: describing a sound without naming the instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Model and repeat ambitious musical vocabulary throughout the day.</li> <li>• Extend by asking 'why' and 'how' questions.</li> <li>• Environment: vocabulary cards and images by the instrument station.</li> </ul>	<ul style="list-style-type: none"> <li>• Use ambitious vocabulary independently.</li> <li>• Explain how things work with reasoning (how instruments make sound).</li> <li>• Ask investigative questions.</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Knowledge: working as a musical team — listening, sharing, taking turns.</li> <li>• Knowledge: music can express and</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw Unit 6: Changing Me — preparing for change / team work.</li> <li>• Circle time: sharing a favourite song /</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative play: forming a class band — taking turns, sharing instruments.</li> <li>• Social interaction: peer compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Model giving and receiving positive feedback.</li> <li>• Reinforce turn-taking in structured musical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Work cooperatively and take turns confidently in larger groups.</li> <li>• Show resilience — try new</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>evoke a range of emotions.</li> <li>• Skill: work cooperatively and take turns confidently in larger groups.</li> <li>• Skill: show resilience — try new instruments or roles independently.</li> <li>• Skill: build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>piece of music from home.</li> <li>• PSHE: listening turns and taking turns within a class ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>after performances.</li> <li>• Emotions-in-music station: matching music clips to feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Support emotions linked to performing in front of others.</li> </ul>	<ul style="list-style-type: none"> <li>instruments or roles independently.</li> <li>• Build constructive and respectful relationships.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Knowledge: Phase 4 consolidation — CCVCC and polysyllabic words.</li> <li>• Knowledge: songs and rhymes use rhythm and rhyme to support memorisation.</li> <li>• Knowledge: a label or caption identifies parts of a diagram.</li> <li>• Skill: learn rhymes, poems and songs and join in confidently (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle phonics: Phase 4 consolidation, focus on CCVCC and polysyllabic words.</li> <li>• Guided reading: song-lyric books and musical non-fiction.</li> <li>• Writing sessions: label a diagram of an instrument / write a simple review.</li> <li>• Rhymes and songs: learn and</li> </ul>	<ul style="list-style-type: none"> <li>• Mark making: writing song lyrics / concert tickets in role play.</li> <li>• Book corner: song books and non-fiction about instruments.</li> <li>• Writing area: write a caption for a favourite instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Model writing labels and sentences using Phase 3/4 phonics.</li> <li>• Oral rehearsal of song lyrics to support memory and phonic awareness.</li> <li>• Link rhymes to phonic learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn rhymes, poems and songs, joining in confidently (ELG).</li> <li>• Write simple sentences that can be read by others.</li> <li>• Apply Phase 3/4 phonic knowledge to writing.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Skill: write simple sentences for a real-life purpose (review, ticket, label).</li> </ul>	<p>join in confidently with new songs.</p>			
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Knowledge: maths is everywhere — number, shape, pattern, measure all link in our daily routines.</li> <li>• Knowledge: numbers have patterns and relationships — odds, evens, doubles, halves, bonds.</li> <li>• Knowledge: comparing length, weight and capacity uses direct comparison.</li> <li>• Knowledge: number bonds and doubles to 10 — automatic recall (KFKS-10, ELG).</li> <li>• Skill: apply maths confidently across real-life problem-solving contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• WR Summer Block 6 Step 1 – Deepen understanding (apply learning across real contexts).</li> <li>• WR Summer Block 6 Step 2 – Patterns and relationships in numbers.</li> <li>• Revisit: comparing length, weight and capacity (Spring Block 4 measure link).</li> <li>• Revisit: number bonds within 10 — daily quick-fire recall (KFKS-10, ELG).</li> <li>• Healthy-plate composition of 10: '5 fruits + 5 veggies = 10' / '7 + 3' / '6 + 4'.</li> <li>• Sleep-time problem solving: 'I went to bed at 7. I</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy-plate sorting trays — fruits and vegetables to make number stories to 10.</li> <li>• Measuring station: scales, measuring jugs, rulers, real fruit and water bottles.</li> <li>• Receptionbury dancing maths: count steps in PE, Setps for a dance to perform, count beats in a bar</li> <li>• Number-bond posters and games (snap, fish) in the maths area.</li> <li>• Pattern relationships: even / odd hoops, double-spin doubles game.</li> </ul>	<ul style="list-style-type: none"> <li>• Use real measuring tools (scales, measuring jugs, rulers).</li> <li>• Model reasoning: 'I predict...', 'I notice...'</li> <li>• Ask reasoning questions linked to healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply maths confidently in real-life wellbeing contexts.</li> <li>• Recognise patterns and relationships in numbers.</li> <li>• Compare length, weight and capacity independently using direct comparison.</li> <li>• Recall number bonds and doubles within 10 (KFKS-10, ELG).</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Skill: identify and reason about patterns and relationships in numbers.</li> <li>• Skill: compare length, weight and capacity directly.</li> <li>• Skill: recall number bonds within 10 automatically.</li> </ul>	<p>woke up at 7. How many hours? Show me on a clock.'</p> <ul style="list-style-type: none"> <li>• Wellbeing measure investigations: how tall am I? How heavy is my water bottle? How much does my lunch box hold?</li> </ul>			
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Knowledge: instruments and music have changed over time (historical periods).</li> <li>• Knowledge: significant musicians from different eras and cultures.</li> <li>• Knowledge: music as a gift across cultures and communities.</li> <li>• Skill: know similarities and differences between things in the past and now.</li> <li>• Skill: talk about the lives of significant</li> </ul>	<ul style="list-style-type: none"> <li>• Topic teaching: instruments from the past vs modern instruments.</li> <li>• RE link: 'What makes our world Wonderful?' — music as a gift across cultures.</li> <li>• Discussion: significant musicians from different time periods and cultures.</li> <li>• Visitor: local musician to play for the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration area: instruments from around the world to handle.</li> <li>• Small world: 'music through time' display.</li> <li>• Investigation: listening station with music from different eras.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide real-life experiences with instruments and visitors.</li> <li>• Encourage enquiry: 'Which instruments are old? Which are new?'</li> <li>• Link to historical periods and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Know similarities and differences between things in the past and now (historical periods and changes over time).</li> <li>• Talk about the lives of significant individuals (musicians).</li> <li>• Show curiosity about the wider world.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<p>individuals (musicians).</p>				
<p><b>Expressive Arts &amp; Design</b></p>	<ul style="list-style-type: none"> <li>• Knowledge: key elements of music — pitch (high/low), tempo (fast/slow), dynamics (loud/quiet).</li> <li>• Knowledge: an instrument can be designed and made from junk materials with intent.</li> <li>• Skill: explore and manipulate the key elements of music.</li> <li>• Skill: design, make and refine their own instruments.</li> <li>• Skill: perform confidently solo or in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Music sessions: exploring pitch (high/low), tempo (fast/slow), dynamics (loud/quiet).</li> <li>• Design: design and make a junk-model instrument (plan-do-review).</li> <li>• Performance: class 'Receptionbury' mini-concert rehearsals.</li> </ul>	<ul style="list-style-type: none"> <li>• Creative area: design-and-build instrument station.</li> <li>• Role play: stage set for performances.</li> <li>• Open-ended materials: items that can be used as instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Model instrument-making techniques and sound experimentation.</li> <li>• Encourage children to evaluate their instruments fully.</li> <li>• Provide performance opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use tools and techniques, planning and refining instruments.</li> <li>• Perform confidently solo or in groups.</li> <li>• Listen attentively to music and express opinions with detail.</li> </ul>
<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Knowledge: body movement responds to music (tempo, pitch, dynamics).</li> <li>• Knowledge: fluent letter formation for note names and</li> </ul>	<ul style="list-style-type: none"> <li>• PE: dance to different styles of music, combining movements with ease and fluency.</li> <li>• Handwriting teaching: writing note names / instrument labels</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor play: dance-and-freeze games to different tempos.</li> <li>• Fine motor stations: threading beads onto an instrument design.</li> </ul>	<ul style="list-style-type: none"> <li>• Model body control in response to music.</li> <li>• Provide varied instruments requiring different fine motor skills.</li> <li>• Adults observe and support precision.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> <li>• Use a range of tools and instruments competently (KFKS 8).</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>instrument labels (KFKS-6).</li> <li>Knowledge: fine motor actions for instruments — plucking, tapping, shaking.</li> <li>Skill: combine different movements with ease and fluency.</li> <li>Skill: use a range of tools and instruments competently (KFKS 8).</li> </ul>	<ul style="list-style-type: none"> <li>with fluent letter formation.</li> <li>Fine motor: practising plucking, tapping, shaking to develop control.</li> </ul>	<ul style="list-style-type: none"> <li>Scissor work: cutting out musical note shapes.</li> </ul>		<ul style="list-style-type: none"> <li>Develop increasingly fluent and automatic handwriting.</li> </ul>

## Week 6 — Receptionbury Music Festival

**Enquiry Question:** *How do people celebrate music in different ways around the world?*

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Knowledge: festival vocabulary — festival, celebration, tradition, culture, audience, performer, stage.</li> </ul>	<ul style="list-style-type: none"> <li>Story sessions: books set in different cultures with music at the heart (e.g. 'Drum Dream Girl').</li> <li>Structured discussions:</li> </ul>	<ul style="list-style-type: none"> <li>Role play: Receptionbury Festival site — ticket booth, stage, food stalls.</li> <li>Small world: music festival set-up with</li> </ul>	<ul style="list-style-type: none"> <li>Adults model extended narrative talk (with a clear beginning, middle and end).</li> <li>Extend by asking children to link</li> </ul>	<ul style="list-style-type: none"> <li>Articulate ideas in extended, well-formed sentences (extended narratives).</li> <li>Connect ideas using connectives</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Knowledge: a coherent narrative has a clear beginning, middle and end.</li> <li>• Skill: articulate ideas in extended, well-formed sentences (extended narratives).</li> <li>• Skill: connect ideas using connectives confidently and naturally.</li> <li>• Skill: describe events in coherent narratives with a clear sequence.</li> </ul>	<p>'Which festival would you like to go to and why?'</p> <ul style="list-style-type: none"> <li>• Vocabulary teaching: festival, celebration, tradition, culture, audience, performer, stage.</li> <li>• Whole-class news report: 'Reporting live from Receptionbury Festival'.</li> </ul>	<p>tiny performers and audience.</p> <ul style="list-style-type: none"> <li>• Talking partners: sharing the 'best bit' of the festival.</li> </ul>	<p>ideas with a range of connectives.</p> <ul style="list-style-type: none"> <li>• Environment: reporter's microphones, cue cards.</li> </ul>	<p>confidently and naturally.</p> <ul style="list-style-type: none"> <li>• Describe events in coherent narratives with a clear sequence.</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Knowledge: end-of-year reflection — celebrating growth across Reception.</li> <li>• Knowledge: teamwork roles in a real event (stage manager, performer, audience).</li> <li>• Skill: show resilience and perseverance in</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw Unit 6: Changing Me — end of unit celebration / reflection on the year.</li> <li>• Circle time: sharing what we are most proud of from Reception.</li> <li>• PSHE: celebrating our class community through the festival.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative play: planning and running the festival stalls together.</li> <li>• Social interaction: teamwork roles (stage manager, performer, audience).</li> <li>• Reflection area: 'I am proud of...' display.</li> </ul>	<ul style="list-style-type: none"> <li>• Model resilience in performance and teamwork.</li> <li>• Reinforce routines and expectations for the festival event.</li> <li>• Celebrate every child's contribution.</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge independently (ELG).</li> <li>• Be confident to try new activities independently (ELG).</li> <li>• Form positive attachments and sustain relationships.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<p>the face of challenge independently (ELG).</p> <ul style="list-style-type: none"> <li>• Skill: be confident to try new activities independently (ELG).</li> <li>• Skill: form positive attachments and sustain relationships.</li> </ul>				
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Knowledge: final consolidation of all Phase 4 GPCs.</li> <li>• Knowledge: a poster has a heading, key information and simple sentences with capital letters and full stops.</li> <li>• Knowledge: reading with fluency and expression.</li> <li>• Skill: write simple phrases and sentences that can be read by others (ELG).</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle phonics: final consolidation of Phase 4.</li> <li>• Guided reading: festival and celebration books from different cultures, reading with fluency and expression.</li> <li>• Writing sessions: design and write a festival poster, ticket or review (simple sentences with capital letters and full stops).</li> <li>• Shared writing: a class festival programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark making: festival programmes, tickets, signs, posters in the writing area.</li> <li>• Book corner: stories about festivals from around the world.</li> <li>• Writing area: 'review of the festival' cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Model poster writing with bold print, capitals, full stops.</li> <li>• Oral rehearsal of sentences before writing.</li> <li>• Celebrate finished writing in the festival displays.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others (ELG).</li> <li>• Apply phonic knowledge (Phase 3/4) to spelling.</li> <li>• Re-read writing with fluency and expression.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Skill: apply phonic knowledge (Phase 3/4) to spelling.</li> </ul>				
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Knowledge: musical patterns are mathematical patterns (clap-clap-stamp = AAB).</li> <li>• Knowledge: shapes can be selected, rotated and combined to build instruments.</li> <li>• Knowledge: composition of 10 — flexible part-whole understanding (KFKS-10, ELG).</li> <li>• Knowledge: subitising small groups of beats up to 5.</li> <li>• Skill: create and continue complex repeating patterns (rhythmic + visual).</li> <li>• Skill: select, rotate and manipulate shapes with precision and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• ELG consolidation: complex repeating patterns (Block 5 revisit) through musical rhythms.</li> <li>• ELG consolidation: select, rotate and manipulate shapes (Block 3 revisit) — design instruments.</li> <li>• ELG consolidation: composition of 10 (Block 3 / 6 revisit) with band-grouping problems.</li> <li>• ELG consolidation: subitising to 5 (Autumn / Spring revisit) — beats in a bar.</li> <li>• Rhythm patterns: clap-clap-stamp / boom-clap-clap / shake-shake-shake-rest. Identify the rule.</li> <li>• Build-a-class-band: '10 musicians — how many ways</li> </ul>	<ul style="list-style-type: none"> <li>• Music station: shakers, claves, triangles for free rhythmic pattern-making.</li> <li>• Instrument design: pattern blocks and 3-D shapes — design your own instrument.</li> <li>• Number-bond bunting station: write number bonds to 10 on bunting flags.</li> <li>• Subitising challenge cards: 'how many beats?' / 'how many shakers?' (1-5).</li> <li>• Outdoor performance area for sharing rhythm patterns with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Use percussive manipulatives to link music to maths.</li> <li>• Model pattern-making with physical demonstration.</li> <li>• Ask reasoning questions about pattern continuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and continue complex repeating patterns confidently.</li> <li>• Select, rotate and manipulate shapes with precision (ELG).</li> <li>• Show deep understanding of the composition of numbers to 10 (ELG).</li> <li>• Subitise small quantities up to 5 (ELG).</li> </ul>

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	<ul style="list-style-type: none"> <li>• Skill: subitise small groups of beats / instruments confidently.</li> <li>• Skill: apply number composition to real grouping (e.g. 10 musicians → 5+5, 7+3).</li> </ul>	<p>can we put them into 2 groups?’</p> <ul style="list-style-type: none"> <li>• Festival shape design: select and rotate shapes to make stage decorations.</li> </ul>			
<b>Mathematics consolidation.</b>	<ul style="list-style-type: none"> <li>• Knowledge: maths is applied across all real-life contexts — counting, shape, pattern, measure, money.</li> <li>• Knowledge: number bonds and doubles to 10 — automatic recall (KFKS-10, ELG).</li> <li>• Knowledge: counting beyond 20, recognising the repeating tens-and-ones pattern.</li> <li>• Knowledge: 2-D and 3-D shapes have specific properties used in design.</li> <li>• Skill: apply maths confidently in a</li> </ul>	<ul style="list-style-type: none"> <li>• ELG consolidation: number bonds &amp; doubles to 10 — daily fluency (KFKS-10, ELG).</li> <li>• ELG consolidation: counting beyond 20 (Block 1 revisit) — count festival attendees.</li> <li>• ELG consolidation: addition and subtraction within 10 (Block 2 revisit) — ticket-stall problems.</li> <li>• ELG consolidation: complex patterns and shape (Blocks 3 / 5 revisit) — bunting design.</li> <li>• Festival ticket stall: ‘5p tickets — I have 8p, how</li> </ul>	<ul style="list-style-type: none"> <li>• Festival role-play with token currency: ticket stall, food stall, face-painting stall.</li> <li>• Bunting design station: paper triangles in coloured patterns to thread on string.</li> <li>• Counting / tallying clipboards across the festival role-play.</li> <li>• Number-bond wall: festival flags showing all the bonds to 10.</li> <li>• Shape-festival hunt: spot 2-D and 3-D shapes around the role-play area.</li> </ul>	<ul style="list-style-type: none"> <li>• Use real-life maths opportunities in the festival set-up.</li> <li>• Model money-like transactions with tokens.</li> <li>• Ask reasoning questions throughout.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply maths confidently in real-life festival contexts.</li> <li>• Automatically recall number bonds to 5 and some to 10 including doubles (ELG).</li> <li>• Count confidently beyond 20, recognising the counting pattern.</li> <li>• Create complex patterns and select shapes purposefully (ELG).</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<p>real-life festival context.</p> <ul style="list-style-type: none"> <li>• Skill: automatically recall number bonds to 5 and some to 10 including doubles (ELG).</li> <li>• Skill: count verbally beyond 20 with confidence.</li> <li>• Skill: create complex patterns and select shapes purposefully (ELG).</li> </ul>	<p>many tickets can I buy?’</p> <ul style="list-style-type: none"> <li>• Festival bunting design: AAB / ABB / ABCD patterns using triangles, squares, circles.</li> <li>• Counting attendees: tally festival visitors, count beyond 20, group into 10s.</li> </ul>			
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Knowledge: music festivals around the world — Carnival (Brazil), Holi (India), Chinese New Year, Notting Hill Carnival, Glastonbury.</li> <li>• Knowledge: similarities and differences between life here and in other countries.</li> <li>• Knowledge: summer season</li> </ul>	<ul style="list-style-type: none"> <li>• Topic teaching: music festivals around the world — Carnival (Brazil), Holi (India), Chinese New Year, Notting Hill Carnival, Glastonbury.</li> <li>• RE link: 'What makes our world Wonderful?' — celebrating the diversity of world cultures.</li> <li>• Discussion: similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration area: maps and books about the festivals studied.</li> <li>• Small world: festivals set up in small-world areas.</li> <li>• Investigation: natural world — exploring what makes summer festival-friendly weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide real-life experiences: tastes, smells, music, clothing.</li> <li>• Encourage enquiry and respectful comparison between cultures.</li> <li>• Link to knowledge of maps to show festival locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries (ELG).</li> <li>• Know some similarities and differences between religious / cultural communities (ELG).</li> <li>• Understand summer season and changes in the natural world.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<p>and the natural world.</p> <ul style="list-style-type: none"> <li>• Skill: explain some similarities and differences between life in this country and life in other countries (ELG).</li> <li>• Skill: know some similarities and differences between religious / cultural communities (ELG).</li> </ul>	<p>between life in this country and life in other countries.</p> <ul style="list-style-type: none"> <li>• Festival day: share food / music / crafts from different cultures.</li> </ul>			
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Knowledge: bunting, flags and costumes from different cultures use varied colour and pattern.</li> <li>• Knowledge: songs from around the world have distinctive melodies and rhythms.</li> <li>• Knowledge: a real audience requires planning and refinement.</li> </ul>	<ul style="list-style-type: none"> <li>• Art input: designing festival bunting, flags, costumes from different cultures.</li> <li>• Music: learning songs from around the world; final performance rehearsal.</li> <li>• Performance: The Receptionbury Music Festival (end of week celebration with families).</li> </ul>	<ul style="list-style-type: none"> <li>• Creative area: making costumes, flags and decorations.</li> <li>• Role play: Receptionbury Festival in full — ticket stand, stage, food stalls.</li> <li>• Open-ended materials to design festival elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Model refining and evaluating work for a real audience.</li> <li>• Encourage confident performance solo or in groups.</li> <li>• Display the festival proudly for families to share.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform confidently solo or in groups (ELG).</li> <li>• Sing confidently, matching pitch and following more complex melodies (ELG).</li> <li>• Share creations, explaining techniques and choices fully.</li> </ul>

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	<ul style="list-style-type: none"> <li>• Skill: perform confidently solo or in groups (ELG).</li> <li>• Skill: sing confidently, matching pitch and following more complex melodies (ELG).</li> </ul>				
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Knowledge: combining taught movements fluently in a live performance.</li> <li>• Knowledge: ELG-level handwriting — recognisable, correctly-formed letters (KFKS-6).</li> <li>• Knowledge: safe use of a range of tools (KFKS 8).</li> <li>• Skill: combine movements with ease and fluency (ELG).</li> <li>• Skill: use a range of tools competently, safely and confidently (KFKS 8, ELG).</li> </ul>	<ul style="list-style-type: none"> <li>• PE: performance dance — combining taught movements fluently and with control.</li> <li>• Handwriting teaching: final independent check of recognisable, correctly-formed letters (KFKS-6).</li> <li>• Fine motor: costume and prop making.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor play: large-scale festival set-up — moving equipment safely.</li> <li>• Fine motor stations: decorating costumes, detailed craft work.</li> <li>• Scissor work and threading for costume design.</li> </ul>	<ul style="list-style-type: none"> <li>• Model fluent movement and ensure safety with apparatus.</li> <li>• Provide varied tools and support independent tripod grip.</li> <li>• Celebrate physical confidence at the end of Reception.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine movements with ease and fluency (ELG).</li> <li>• Use a range of tools competently, safely and confidently (KFKS 8, ELG).</li> <li>• Write recognisable letters that are correctly formed (KFKS-6, ELG).</li> </ul>