



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	Celebration of Reception	<i>What are our best memories of Reception?</i>
Week 5	Wellbeing	<i>How can we look after ourselves and each other?</i>
Week 6	Receptionbury (Music)	<i>How do instruments make different sounds?</i>
Week 7	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)
Communication & Language	Knowledge: ambitious vocabulary — celebrate, tradition,	Story sessions: 'Kipper's Birthday', 'The Big Birthday Surprise' —	Role play: birthday party shop / party planner office.	Adults model ambitious vocabulary and use	Children use ambitious vocabulary in context (e.g.

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	candles, invitation, wish, surprise, anniversary. • Knowledge: connectives to extend sentences (because, and, but, so). • Skill: listen attentively and respond with relevant ideas. • Skill: articulate ideas in extended, well-formed sentences. • Skill: share personal experiences in a small group with confidence.	discussion about traditions and feelings. • Structured discussions: 'What makes a birthday special to you?' — children share in small groups. • Vocabulary teaching: celebrate, tradition, candles, invitation, wish, surprise, anniversary. • Hot-seating: interview the class pet about its 'birthday wishes'.	• Small world: party scene with characters and cake. • Talking partners: plan a party for the class pet — agreeing and sequencing ideas.	full sentences with connectives. • Adults extend children's talk with open questions: 'What might happen if...?' • Environment: word mat with birthday vocabulary and images; recording devices in role play.	tradition, celebrate). • Listen attentively and respond with relevant ideas. • Articulate ideas in extended, well-formed sentences using connectives.
PSED	• Knowledge: feelings vocabulary — excited, nervous, proud, happy. • Knowledge: turn-taking and cooperation in group games. • Skill: wait for a turn and control	• Jigsaw Unit 6: Changing Me — lesson 1 'My Body' / introduction to the unit. • Circle time: 'Things that have changed since I was little' — sharing baby photos. • PSHE: turn-taking games linked to	• Collaborative play: planning a shared celebration for the class pet. • Kindness jar — children record kind acts towards others. • Emotions station: sorting pictures of how we feel on special days.	• Adults model naming complex feelings (excited, nervous, proud). • Reinforce routines through visual timetables linking to the 'celebration' theme. • Use restorative language to resolve disagreements	• Children wait their turn and control immediate impulses independently. • Show sensitivity to others' feelings naturally and thoughtfully. • Work cooperatively in larger groups.

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	immediate impulses. • Skill: show sensitivity to others' feelings on a special day. • Skill: reflect on personal change and growth (baby → now).	party activities (pass the parcel, musical statues).		during cooperative tasks.	
Literacy	• Knowledge: Phase 4 GPCs — CCVC, CCVCC and polysyllabic word structures. • Knowledge: a sentence has a capital letter, finger spaces and a full stop. • Knowledge: a recount tells what happened in order. • Skill: blend and segment Phase 4 words to read and spell. • Skill: write simple sentences for purpose (cards, invitations, recount).	• Little Wandle phonics — daily Phase 4 review: CCVC, CCVCC, polysyllabic words. • Guided reading: books featuring celebrations and birthdays (fluency and expression). • Writing sessions: write a birthday card / invitation for the class pet, applying capital letters and full stops. • Shared write: a recount of the pet's birthday party.	• Mark making: invitations, cards and party lists in the writing area. • Book corner: non-fiction books about pets and fiction books about birthdays. • Role-play writing opportunities (menus, gift tags, party planners).	• Adults model writing, thinking aloud about sound-letter correspondences and common exception words. • Support oral rehearsal of sentences before writing. • Reinforce Phase 4 blending and segmenting through phonics displays and magnetic letters.	• Apply phonic knowledge to write words matching spoken sounds (Phase 3/4). • Write simple phrases/sentences that can be read by others (ELG). • Re-read their own writing to check it makes sense.

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Mathematics	- Sharing means giving one object at a time, equally, until they are all gone. - Sometimes there are objects left over that cannot be shared fairly. - Grouping means putting a fixed number of items in each group and seeing how many groups you get. - Even numbers share equally into two groups; odd numbers leave one left over.	- Share a quantity equally between groups, identifying any leftovers. - Explore grouping by putting a set number of objects into each group. - Group a quantity by placing a set number of objects in each group. - Identify a number as odd or even by sharing into two groups.	- WR Summer Block 4 Step 2 – Sharing (share equally between groups, with leftovers). - WR Summer Block 4 Step 3 – Explore grouping (put N items in each group). - WR Summer Block 4 Step 4 – Grouping (how many groups can we make?). - WR Summer Block 4 Step 5 – Even and odd sharing. - Sharing party food: 'share 12 raisins equally between 3 / 4 / 6 pots — what do you notice?' - Grouping raisins: '3 raisins in each pot — how many pots can we fill from 12 raisins?' - Odd / even potions: collect natural objects, share into two cauldrons — odd or even?	- Provide cubes, rulers, balance scales and real party food in every maths area. - Stem sentences: 'My biscuit is ____ cubes tall. Compared to the cake, it was ____ cubes tall.' - Daily quick-fire number bond practice during seed counting routines (KFKS 10). - Ask reasoning questions: 'How do you know? Show me another way.'	- Share equally between groups and identify leftovers. - Explore grouping with a set number in each group. - Identify odd and even numbers by sharing into two equal groups. - Apply sharing and grouping in real-life planting contexts.

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			Party shop maths: price tags, pay with coins, work out totals.		
Understanding the World	- Knowledge: birthdays are celebrated in different ways in different families. - Knowledge: a personal timeline (baby → toddler → now) shows change over time. - Knowledge: traditions and celebrations vary across cultures (Quinceañera, half-birthdays, etc.). - Skill: talk about similarities and differences between themselves as a baby and now. - Skill: ask enquiry questions about traditions.	- Topic teaching: birthdays and how they are celebrated in different families. - Discussion: 'How have I changed since I was a baby?' — using baby photos / memory boxes. - RE link: 'What makes our world Wonderful?' — appreciating the gift of life and celebrations. - Visitor: invite a parent to talk about a family birthday tradition.	- Exploration area: timeline of a child's life (baby, toddler, now). - Small world: home corner set for a birthday celebration. - Investigation: exploring photos of self and family at different ages.	- Provide real-life experiences — photos, memory items brought from home. - Encourage enquiry: 'Why do we have birthdays?', 'Why are traditions important?' - Link to diverse cultural celebrations (Quinceañera, half-birthdays etc.).	- Talk about the similarities and differences between themselves as a baby and now. - Know similarities and differences between religious / cultural communities. - Show curiosity about the wider world.
Expressive Arts & Design	Knowledge: a plan-do-review cycle — first I will, then I will, finally I will.	Art input: designing a birthday card using chosen techniques	Creative area: junk-modelling a birthday present / decorations.	Model techniques and planning — 'First I will... then I will...'	Safely use tools and techniques, planning and refining their ideas.

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	- Knowledge: design choices can be explained (why I chose, how I made). - Knowledge: 'Happy Birthday' melody and pitch matching. - Skill: plan, refine and evaluate creative work. - Skill: sing as a group and match pitch confidently.	(collage, printing, drawing). - Music session: learning and singing 'Happy Birthday' — matching pitch and following melody. - Model construction: designing a cake / party hat, explaining their choices.	- Role play: party shop with cards, wrapping paper, ribbons. - Open-ended materials: ribbons, sequins, tissue for 'party preparations'.	- Encourage children to evaluate and explain their process fully. - Display examples of children's work with annotated techniques.	- Sing confidently, matching pitch and following the melody. - Share creations and explain techniques used.
Physical Development	- Knowledge: travelling actions — running, hopping, skipping. - Knowledge: zig-zag letter family (v, w, x, z, k) — formation and tripod grip (KFKS-6). - Skill: combine gross motor movements with control and fluency. - Skill: throw and catch with	- PE: party games with travelling actions — running, hopping, skipping with control. - Handwriting teaching: cursive-preparation letter formation (zig-zag family v, w, x, z, k) — KFKS-6. - Ball skills: throwing and catching with accuracy (passing around a 'party parcel').	- Outdoor play: obstacle course 'party trail'. - Fine motor stations: threading beads to make birthday necklaces, ribbon weaving, icing a play-dough cake with piping. - Scissor skills: cutting out party decorations.	- Model and demonstrate fluent movement and correct tripod grip. - Provide varied tools: piping bags, tweezers, hole punches, scissors. - Structured PE warm-ups linked to the celebration theme.	- Combine different movements with ease and fluency. - Hold pencil using tripod grip in almost all cases (KFKS-6). - Use a range of tools competently and confidently (KFKS 8).

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	accuracy (e.g. 'pass the parcel'). • Skill: use varied tools (piping bags, tweezers, hole punches, scissors) competently (KFKS 8).				

Week 2 — Pride Month

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

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Communication & Language	- Knowledge: respectful, inclusive vocabulary — unique, identity, respect, family, community, proud, different, same. - Knowledge: open and investigative questions explore similarities and differences. - Skill: ask open-ended and	- Story sessions: 'When the cookie crumbled' 'And Tango Makes Three', 'All Are Welcome'. - Structured discussions: 'What makes your family special?' — sharing respectfully. - Vocabulary teaching: unique, identity, respect, family, community,	- Role play: home corner reflecting diverse family structures. - Small world: figures representing different families and communities. - Talking partners: share one thing that makes them proud of themselves.	- Adults model respectful, inclusive language. - Extend vocabulary by introducing words to describe identity and feelings. - Use investigative questioning to deepen understanding.	- Ask open-ended and investigative questions. - Use ambitious vocabulary in varied contexts. - Articulate thoughts in coherent narratives with a clear sequence.

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	investigative questions. • Skill: use ambitious vocabulary in varied contexts. • Skill: articulate thoughts in coherent narratives with a clear sequence.	proud, different, same. • Open-ended questioning: 'How are we the same? How are we different?'			
PSED	• Knowledge: each person is special, valuable and unique. • Knowledge: respect, kindness and inclusion as community values. • Skill: see themselves as a valuable individual. • Skill: build sustaining positive relationships with a range of peers. • Skill: show sensitivity to others' needs independently.	• Jigsaw Unit 6: Changing Me — celebrating what is special about me. • Circle time: 'I am special because...' — each child contributes with a picture. • PSHE: discussing respect for difference and what it means to be a kind friend.	• Collaborative play: building a 'classroom of kindness' display together. • Social interaction: mixed-up friendship games to encourage inclusion. • 'All About Me' stations — family trees, self-portraits, handprints.	• Adults model behaviour that values and celebrates every child. • Reinforce routines that promote inclusion and respect. • Support emotions — validate feelings linked to feeling 'different' or 'the same'.	• See themselves as a valuable individual. • Build sustaining positive relationships with a range of peers. • Show sensitivity to others' needs independently.
Literacy	• Knowledge: Phase 4 review and	• Little Wandle phonics: Phase 4 review and	• Mark making: self-portrait labels and	• Model writing 'I can / I am' sentences	• Write simple sentences with known GPCs and

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	common exception words. - Knowledge: inference — using picture and text clues to work out feelings. - Knowledge: 'I am' and 'I can' sentence structures with capital letter and full stop. - Skill: write simple sentences with known GPCs and tricky words independently. - Skill: re-read writing to check it makes sense.	common exception words. - Guided reading: books celebrating identity and diversity — making inferences. - Writing sessions: 'I am special because...' — writing a simple sentence with a capital letter and full stop. - Retell a story orally, some as exact repetition, some in own words.	sentences about themselves. - Book corner: picture books celebrating diversity. - Writing area: cards of kindness for a friend.	with oral rehearsal first. - Use picture prompts and sentence stems to scaffold independent writing. - Reinforce common exception words through display and flashcards.	tricky words independently. - Re-read what they have written to check it makes sense. - Demonstrate understanding of stories with detail and expression.
Mathematics	- Knowledge: a double is two equal groups put together (double 3 = $3 + 3 = 6$). - Knowledge: number bonds and doubles within 10 — automatic recall (KFKS-10, ELG). - Knowledge: a repeating pattern is	- WR Summer Block 4 Step 6 – Play with and build doubles (KFKS-10). - WR Summer Block 5 Step 1 – Identify units of repeating patterns. - WR Summer Block 5 Step 2 – Create own pattern rules.	- Doubles in role-play: 'pairs of party shoes', matching socks, twin gift bags. - Pattern jewellery workshop: bead bracelets / necklaces with chosen pattern rules.	- Use real party manipulatives (candles, plates, party bags, tens frames). - Model reasoning aloud — 'I know 7 and 3 makes 10 because...' - Ask open reasoning questions: 'How do	- Recall doubles to double 5 automatically (KFKS-10). - Identify the unit of repeat in a pattern. - Create their own pattern rule and verbalise it. - Explore and describe their own

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	made of a unit of repeat (e.g. an ABB pattern: party-cake-cake). - Knowledge: a pattern rule describes the repeat. - Skill: recall doubles to double 5 automatically (KFKS-10). - Skill: identify the unit of repeat in a pattern. - Skill: create their own pattern rule and verbalise it.	- WR Summer Block 5 Step 3 – Explore own pattern rules. - Doubles in a party context: double 4 candles, double 3 cupcakes — show with cubes. - Pattern bunting: design a class-pet birthday banner with an AAB / ABB / ABCD repeat. - Puppet pattern game: the class pet's puppet makes a pattern, children guess the rule!	- Loose parts (buttons, beads, pebbles) for free pattern-making in the maths area. - Pattern-making challenge cards: AAB, ABB, AABB, ABCD around a circle (paper plate). - Class-pet party-planning station: pairs of plates / cups / decorations.	you know?', 'Can you show me another way?'	and others' pattern rules.
Understanding the World	- Knowledge: families come in different shapes and sizes around the world and in our community. - Knowledge: the Pride flag — belonging, love, pride in who you are (age-appropriate). - Knowledge: similarities and	- Topic teaching: different families around the world and in our community. - RE link: 'What makes our world Wonderful?' — the wonder of diverse people and communities. - Discussion: the meaning of the Pride flag and its	- Exploration area: books, photos and artefacts representing different families. - Small world: people figures representing diverse communities. - Investigation: looking at how homes and families differ and are	- Provide real-life experiences (photos, family stories). - Encourage enquiry into similarities and differences with respectful curiosity. - Use age-appropriate, factual language about family structures.	- Know similarities and differences between cultural communities (understanding diversity). - Talk about the lives of the people around them and their roles. - Show curiosity and respect for difference.

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	differences between cultural communities. • Skill: explore similarities and differences with respectful curiosity. • Skill: talk about the lives of the people around them and their roles.	colours (age-appropriate — belonging, love, being proud of who you are). • Visitors: invite family members to share about their family.	similar around the world.		
Expressive Arts & Design	• Knowledge: skin tones can be observed and mixed using a range of paints. • Knowledge: collaborative artwork combines individual contributions into one piece. • Knowledge: music from different cultures has different sounds, rhythms and instruments. • Skill: confidently apply artistic effects to express ideas and feelings.	• Art input: self-portraits using mirrors — observing and mixing skin tones. • Art input: creating a rainbow / pride-themed collaborative artwork. • Music: listening to music from a range of cultures — expressing opinions.	• Creative area: mixed-media self-portraits using fabric, paper, natural materials. • Role play: celebration area with flags and clothing from different cultures. • Open-ended materials for designing 'what makes me me' artwork.	• Model colour mixing and careful observation for self-portraits. • Encourage purposeful, planned creative choices. • Display artwork with child-voice annotations.	• Confidently apply artistic effects to express ideas and feelings. • Listen to and talk about music, expressing opinions with detail. • Share creations and explain choices fully.

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	Skill: listen to and talk about music, expressing opinions with detail.				
Physical Development	- Knowledge: bodies move in unique ways — agility, coordination, individual style. - Knowledge: all letter families revisited for automaticity (KFKS-6). - Skill: show agility and coordination in a variety of movements. - Skill: maintain fluent, legible handwriting independently. - Skill: use a range of tools competently and confidently.	- PE: 'Me and My Body' — exploring how my body can move in unique ways. - Handwriting teaching: consolidation of all letter families — automaticity (KFKS-6). - Dance: creating a short movement sequence to represent 'me'.	- Outdoor play: 'follow my leader' where each child leads a unique movement. - Fine motor stations: tracing self-portraits, using tweezers for small-scale design work. - Handwriting practice during independent writing.	- Model a range of movement possibilities, celebrating individual style. - Provide varied fine motor tools for different preferences. - Adults observe and support handwriting posture and grip.	- Show agility and coordination in a variety of movements. - Maintain fluent, legible handwriting independently. - Use a range of tools competently and confidently.

Week 3 — Mindfulness & Transition

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

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Communication & Language	- Knowledge: vocabulary for feelings and mindfulness — mindful, calm, confident, worry, brave, breath, transition, focus. - Knowledge: talk can be used to organise thinking and work through worries. - Skill: sustain attention in whole-class contexts. - Skill: use talk to work out problems and organise thinking. - Skill: explain how they feel and why, with reasoning.	- Story sessions: 'The Koala Who Could', 'The Colour Monster' — focus on feelings and change. - Structured discussions: 'What are you looking forward to in Year 1?' / 'What worries you?' - Vocabulary teaching: mindful, calm, confident, worry, brave, breath, transition, focus. - Whole-class mindfulness talk-time — describing sensations and feelings.	- Role play: 'Year 1 classroom' — exploring through talk. - Small world: calming sensory area with talk partner prompts. - Talking partners: 'One thing I'm good at is...'	- Adults model calm language and reflective questioning. - Extend children's talk — 'Can you tell me more about that feeling?' - Provide quiet listening times with sustained attention.	- Sustain attention in whole class contexts. - Use talk to work out problems and organise thinking independently. - Explain how they feel and why, with reasoning.
PSED	- Knowledge: self-regulation strategies — 5-finger breathing, grounding, counting. - Knowledge: change can be approached	- Jigsaw Unit 6: Changing Me — preparing for Year 1. - Circle time: 'Worry Monsters' — naming worries and strategies to manage them.	- Calm corner with mindfulness cards and sensory tools. - Feelings wall — children track how they feel across the day. - Collaborative play: 'I can help you' challenge cards.	- Model naming and regulating emotions. - Explicit teaching of strategies: 5-finger breathing, grounding, counting. - Reinforce routines that support	- Show resilience and perseverance in the face of challenge independently (ELG). - Identify and moderate their own feelings consistently.

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	positively with the right support. • Skill: show resilience and perseverance in the face of challenge independently. • Skill: identify and moderate own feelings consistently. • Skill: be confident to try new activities independently.	• Mindfulness sessions: guided breathing, body scan, gratitude journaling (drawing). • Visit from Year 1 teacher / tour of the Year 1 classroom.		resilience independently.	• Be confident to try new activities independently.
Literacy	• Knowledge: Phase 4 consolidation and tricky-word review. • Knowledge: a personal letter has a greeting, message and sign-off. • Skill: read with fluency and expression at Phase 3/4 level. • Skill: write simple sentences with increasing independence.	• Little Wandle phonics: consolidation of Phase 4 and review of tricky words. • Guided reading: books about change and resilience — fluency and expression. • Writing sessions: 'My Hopes for Year 1' — writing simple sentences with increasing independence.	• Mark making: gratitude journals and feelings diaries in the writing area. • Book corner: selection of 'big feelings' and transition books. • Writing area: postcards to the Year 1 teacher.	• Model oral composition with full stops and capital letters. • Support re-reading of children's own writing. • Reinforce common exception words relevant to transition writing.	• Write simple phrases and sentences that can be read by others (ELG). • Re-read to check it makes sense. • Read with fluency and expression at Phase 3/4 level.

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	Skill: re-read writing to check it makes sense.	Shared writing: compose a class letter to the Year 1 teacher.			
Mathematics	- Knowledge: scenes can be replicated by placing objects in the same positions. - Knowledge: things look different when viewed from different positions (above, side, below). - Knowledge: positional language describes where things are: in front of, behind, next to, between. - Knowledge: step-by-step instructions help us build accurately. - Skill: replicate a scene or model from a picture or example. - Skill: describe what they see from a different viewpoint.	- WR Summer Block 5 Step 4 – Replicate and build scenes and constructions. - WR Summer Block 5 Step 5 – Visualise from different positions. - WR Summer Block 5 Step 6 – Describe positions. - WR Summer Block 5 Step 7 – Give instructions to build. - Pride-flag pattern challenge: build the rainbow stripes in the right order — describe the colours' positions. - Replicate-the-scene game: a class display photo on the IWB; children rebuild it with bricks.	- Construction area: build a 'celebration city' from a picture; describe it from above and from the side. - Photograph station: take pictures of small-world scenes from unusual viewpoints — 'where was the photographer?' - Positional language word mat (in front of, behind, next to, between, above, below). - Instruction-writing for a partner: 'how to build my model'. - Mirror exploration: looking at a built model from different viewpoints.	- Use manipulatives (ten frames, double-sided counters). - Model thinking out loud when comparing greater than / less than. - Ask reasoning questions — 'Is that fair? How do you know?'	- Replicate a scene or model from a picture. - Describe what they see from different positions. - Use positional language confidently in conversation. - Give and follow simple building instructions.

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	- Skill: use positional language to describe arrangements. - Skill: give and follow building instructions.	Barrier-build partner game: one child gives instructions, the other builds, no peeking!			
Understanding the World	- Knowledge: how children themselves have grown and changed across the Reception year. - Knowledge: seasonal change is an ongoing natural process (recap of all four seasons). - Knowledge: signs of summer in the local environment. - Skill: talk about similarities and differences between now and earlier in the year. - Skill: describe what they see, hear and feel outside independently.	- Topic teaching: 'How have I grown and changed this year?' — looking back at learning. - RE link: 'What makes our world Wonderful?' — appreciating change in nature and ourselves. - Discussion: seasons recap — how the year has changed from September to now. - Trip / visit: nature walk to observe signs of summer and record changes.	- Exploration area: timeline of 'my year in Reception'. - Small world: nature / seasonal small world. - Investigation: mindfulness-nature observation station.	- Provide real-life experiences (journals, photographs from across the year). - Encourage enquiry: 'What has changed? What has stayed the same?' - Link change in self to change in nature.	- Talk about similarities and differences between now and earlier in the year (personal past). - Understand important processes and changes in the natural world (all seasons recap). - Describe what they see, hear and feel outside independently and with detail.

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Expressive Arts & Design	• Knowledge: art can be a tool for calm and self-expression (mandalas, pebble painting, leaf printing). • Knowledge: calming music has a slower tempo and softer dynamics. • Skill: confidently refine and build on previous learning. • Skill: listen attentively to music and express feelings with detail. • Skill: create with purpose and explain their ideas.	• Art input: calming nature art (pebble painting, leaf printing, mandalas). • Music: exploring calming music — listening, moving and expressing feelings. • Design: make a 'worry box' / 'confidence jar' to take to Year 1.	• Creative area: mindful colouring, pattern design. • Role play: yoga / spa role play corner. • Open-ended materials to represent 'what makes me feel calm'.	• Model slow, purposeful creative techniques. • Encourage children to refine ideas and return to previous work. • Provide quiet, focused creative spaces.	• Confidently refine and build on previous learning. • Listen attentively to music and express feelings with detail. • Create with purpose and explain their ideas.
Physical Development	• Knowledge: yoga and mindful movement build balance, control and breathing. • Knowledge: handwriting fluency and posture for Year 1 readiness (KFKS-6).	• PE: yoga and mindful movement — balance, control and breathing. • Handwriting teaching: independent handwriting at the writing table (KFKS-6).	• Outdoor play: balance beams, stepping stones, mindful walking. • Fine motor stations: cutting and folding origami 'fortune tellers' linked to transition. • Handwriting practice during	• Model fluent, controlled movement. • Provide tools (yoga cards, pose prompts). • Adults promote good posture and tripod grip.	• Progress towards a fluent style of moving with control and grace. • Develop a handwriting style that is increasingly fluent and automatic. • Show increased body-strength,

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	- Skill: progress towards a fluent style of moving with control and grace. - Skill: develop a handwriting style that is increasingly fluent and automatic. - Skill: show increased body strength, balance, coordination and agility.	Gymnastic-style balance and coordination exercises.	continuous provision.		balance, coordination and agility.

Week 4 — Celebration of Reception

Enquiry Question: *What are our best memories of Reception?*

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Communication & Language	- Knowledge: we can recall and talk about past events using past-tense language. - Knowledge: a good listener responds to others with	- Circle time: share our best memories of Reception — “My best memory is... because...” - Model recounting a shared event (e.g. trip, sports day) in	- Memory table with photos from the year — talk about “What can you remember?” - Role play: recreate and narrate a favourite Reception event.	- Model past-tense verbs and time-order words (first, then, after that, finally). - Use open questions and allow thinking time before responses.	- Recount a past event in sequence using past-tense language. - Listen and respond with relevant comments and questions (ELG).

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	relevant comments and questions. • Skill: recount memories in sequence, using time words (first, then, finally). • Skill: listen attentively and respond to others in conversation (ELG).	order using time words. • Talk partners: ask and answer questions about a favourite moment from the year.	• Listening area: record a message of advice for the new Reception children.	• Encourage full-sentence answers using the stem “My best memory is... because...”	• Speak audibly and confidently in a group (ELG).
PSED	• Knowledge: I am growing and changing, and moving to Year 1 is an exciting next step. • Knowledge: change can bring different feelings, and that is okay. • Skill: talk about my feelings and manage them with support (ELG: Self-Regulation). • Skill: show confidence to try new things and talk about what I am proud of (ELG: Managing Self).	• Jigsaw Unit 6: Changing Me — keeping myself healthy and safe.	• Reflection area: “I am proud of...” — children add achievements from the year. • Role play: visiting and being part of the Year 1 classroom. • Feelings station: match photos to feelings about moving on.	• Name and acknowledge feelings about change; reassure that mixed feelings are normal. • Use positive language about Year 1 and what to look forward to. • Celebrate each child’s achievements and progress across the year.	• Talk about how I have grown and changed during Reception. • Express and manage feelings about moving to Year 1 with support (ELG). • Show pride and confidence in my achievements (ELG).

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
Literacy	- Knowledge: Phase 4 consolidation — automatic reading of tricky words. - Knowledge: non-fiction texts give real-world information (labels, captions, headings). - Knowledge: Skill: engage meaningfully with non-fiction texts. - Skill: write simple phrases and sentences that others can read (ELG).	- Little Wandle phonics: Phase 4 consolidation and automatic reading of tricky words. - Shared write: a class recount using the stem “My best memory of Reception is...”, modelling Phase 3/4 phonics.	- Mark making and writing. Write a list of your favourite times in Reception. - Write a letter to the new Reception children telling them what it is like in Reception. - Caption photos from the year for our class memory book.	- Model writing a caption or label using Phase 3/4 phonics. - Support oral rehearsal before writing. - Encourage re-reading and checking for sense.	- Engage meaningfully with non-fiction texts. - Write simple phrases / sentences that others can read (ELG). - Apply Phase 3/4 phonics to spelling.
Mathematics	- Knowledge: a map represents a real place from above. - Knowledge: maps can be drawn with models, with pictures or with marks. - Knowledge: familiar journeys (home to school, classroom to playground) can be shown on a map.	- WR Summer Block 5 Step 8 – Explore mapping (paper, story, aerial, road). - WR Summer Block 5 Step 9 – Represent maps with models. - Theme link: map our favourite places around the Reception classroom and outdoor area.	- Small-world maps: build a map of our classroom or a favourite place using blocks and models. - Map-making station: draw simple maps with landmarks of journeys around school. - Story maps: retell a familiar story	- Use manipulatives (Numicon, number lines, tens frames). - Model thinking during problem solving — ‘I wonder how many...’ - Ask reasoning questions — ‘What do you notice? Why?’	- Explore and read simple maps with confidence. - Represent a map using 3-D models. - Create simple maps of familiar places with landmarks. - Use maps to support storytelling and journey-telling.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	• Knowledge: maps in stories help us follow the action and understand the setting. • Skill: explore and read simple maps. • Skill: represent a map with models and 3-D objects. • Skill: draw a simple map of a familiar place with key landmarks. • Skill: draw a map for a story situation (e.g. We're Going on a Bear Hunt).		• (e.g. We're Going on a Bear Hunt) along a model map. • Construction: recreate the playground or local area using loose parts.		
Understanding the World	• Knowledge: I have grown and changed since I started Reception (past and present). • Knowledge: we mark special events and celebrations in different ways. • Skill: talk about changes over time, comparing then and now (ELG: Past and Present).	• Then and now: compare September photos or handprints with now — how have we changed? • Build a timeline of our Reception year, sequencing key events and celebrations. • Talk about how families and cultures celebrate special occasions.	• Photo timeline station: order pictures of events from across the year. • Investigation table: baby photos and now — sorting and matching. • Make invitations and decorations for our end-of-year celebration.	• Use the language of time — past, present, before, after, when I was little, now. • Provide photographs from across the year as talk prompts. • Draw out comparisons between the start and end of Reception.	• Talk about changes in their own life and growth over the year (ELG: Past and Present). • Comment on images of the past and present. • Describe special events and how we celebrate them.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	Skill: comment on photographs of my time in Reception and order key events.				
Expressive Arts & Design	- Knowledge: we can use art, music and dance to express memories and feelings. - Knowledge: a performance shares something we have practised with an audience. - Skill: create collaboratively, sharing ideas and resources (ELG: Creating with Materials). - Skill: perform songs and dances, moving in time to music (ELG: Being Imaginative and Expressive).	- Create a collaborative “Our Reception Year” memory book or display. - Learn and perform a celebration song or dance for our end-of-year celebration. - Self-portraits: “How I have changed” — comparing with autumn-term portraits.	- Junk-modelling: make a model of a favourite Reception memory. - Music station: choose instruments to represent happy memories. - Drawing and painting: my favourite day in Reception.	- Model mixing media and talking through creative choices. - Provide a range of materials for representing memories. - Rehearse songs and dances, building confidence to perform.	- Use a range of materials and techniques to represent ideas (ELG). - Sing and perform with growing confidence (ELG). - Talk about their creations and the memories they represent.
Physical Development	Knowledge: ball-skill vocabulary — throwing, catching, aiming with accuracy and control.	PE: ball skills — throwing, catching, aiming with accuracy and control.	- Outdoor play: active games (e.g. target games, obstacle races). - Fine motor stations:	- Model accurate ball skills with verbal cues. - Support independent tripod grip and posture.	- Use ball skills with accuracy and control. - Use a range of tools competently, safely and

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	- Knowledge: the link between physical exercise and feeling well. - Skill: use ball skills with accuracy and control. - Skill: use a range of tools competently, safely and confidently (KFKS 8).	- Handwriting teaching: independent fluent letter formation (KFKS-6). - Exercise circuits — linking physical activity to wellbeing. - Celebration of skills: revisit and perform favourite movement games and activities from the year.	Playdough- making representations of a time in reception. Reflective drawing station- what we have done in Reception.		confidently (KFKS 8). Hold pencil correctly (tripod grip) in almost all cases (KFKS-6).

Week 5 — 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)
Communication & Language	- Knowledge: wellbeing vocabulary — healthy, wellbeing, exercise, nutrition, hygiene, emotions, support. - Knowledge: cause-and-effect	- Story sessions: 'The Bad Seed', 'Have You Filled a Bucket Today?' - Structured discussions: 'How can we be a good friend?'	- Role play: doctor's surgery / dentist / healthy café. - Small world: hospital and home scenes linked to wellbeing. - Talking partners: share a healthy	- Model ambitious vocabulary and cause-and-effect reasoning. - Extend: 'And why do you think that?' - Use questioning to prompt explanations.	- Articulate ideas in extended, well-formed sentences with connectives. - Explain how things work and why they might happen with reasoning.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	language to explain how things work. • Skill: articulate ideas in extended, well-formed sentences with connectives. • Skill: explain how things work and why with reasoning. • Skill: use ambitious vocabulary naturally in varied contexts.	• Vocabulary teaching: healthy, wellbeing, exercise, nutrition, hygiene, emotions, support. • Explain how things work: 'How does exercise help our body?'	choice they made today.		• Use ambitious vocabulary naturally in varied contexts.
PSED	• Knowledge: factors that support wellbeing — exercise, sleep, screen time, healthy eating, toothbrushing. • Knowledge: personal hygiene routines (handwashing, brushing teeth). • Skill: manage personal hygiene independently (ELG).	• Jigsaw Unit 6: Changing Me — keeping myself healthy and safe. • Circle time: acts of kindness jar — adding and reflecting on kind actions. • PSHE: discussing factors that support wellbeing — exercise, sleep, screen time, healthy eating, toothbrushing.	• Collaborative play: healthy picnic role play. • Social interaction: buddy system — supporting a friend each day. • Reflection station: thinking about how I feel after different activities.	• Model wellbeing strategies and language. • Reinforce routines: hand washing, eating fruit, water breaks. • Support emotions with age-appropriate mindfulness techniques.	• Manage personal hygiene independently (ELG). • Know and talk about factors that support their overall health and wellbeing (ELG). • Show sensitivity to own and others' needs independently.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	• Skill: know and talk about factors that support overall health and wellbeing (ELG). • Skill: show sensitivity to own and others' needs independently.				
Literacy	• Knowledge: Phase 4 consolidation — automatic reading of tricky words. • Knowledge: non-fiction texts give real-world information (labels, captions, headings). • Knowledge: a recipe is a sequenced set of instructions. • Skill: engage meaningfully with non-fiction texts. • Skill: write simple phrases and sentences that others can read (ELG).	• Little Wandle phonics: Phase 4 consolidation and automatic reading of tricky words. • Guided reading: non-fiction books about health and the body — engage with non-fiction. • Writing sessions: labels and captions for a healthy plate / write a simple recipe. • Shared writing: a class 'wellbeing promise'.	• Mark making: healthy food menus and shopping lists. • Book corner: non-fiction wellbeing and body books. • Writing area: write a kind note to a friend.	• Model writing a caption or label using Phase 3/4 phonics. • Support oral rehearsal before writing. • Encourage re-reading and checking for sense.	• Engage meaningfully with non-fiction texts. • Write simple phrases / sentences that others can read (ELG). • Apply Phase 3/4 phonics to spelling.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
Mathematics	• Knowledge: a map represents a real place from above. • Knowledge: maps can be drawn with models, with pictures or with marks. • Knowledge: familiar journeys (home to school, classroom to playground) can be shown on a map. • Knowledge: maps in stories help us follow the action and understand the setting. • Skill: explore and read simple maps. • Skill: represent a map with models and 3-D objects. • Skill: draw a simple map of a familiar place with key landmarks. • Skill: draw a map for a story situation (e.g. We're Going on a Bear Hunt).	• WR Summer Block 5 Step 8 – Explore mapping (paper, story, aerial, road). • WR Summer Block 5 Step 9 – Represent maps with models. • WR Summer Block 5 Step 10 – Create own maps from familiar places. • WR Summer Block 5 Step 11 – Create own maps and plans from story situations. • Map our journey to Year 1: draw a simple map from our Reception classroom to the Year 1 room. • Mindfulness maps: draw a 'calm-corner map' showing where each calming item belongs. • Transition treasure map: hide a 'Year 1 ready!' treasure for children to find using a map.	• Map-making station: tea-stained paper, clipboards, pencils for treasure maps. • Small-world: We're Going on a Bear Hunt set up — children describe and map the journey. • Construction area: build a 3-D model from a 2-D map (obstacle course). • Outdoor mapping: walk a familiar route, then draw what you saw. • Story-map writing: a map to go with our favourite mindfulness story.	• Use manipulatives (Numicon, number lines, tens frames). • Model thinking during problem solving — 'I wonder how many...' • Ask reasoning questions — 'What do you notice? Why?'	• Explore and read simple maps with confidence. • Represent a map using 3-D models. • Create simple maps of familiar places with landmarks. • Use maps to support storytelling and journey-telling.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
Understanding the World	• Knowledge: how the human body grows and changes over time (life cycle). • Knowledge: people who help us stay well — nurse, dentist, GP. • Knowledge: how health and wellbeing practices vary across communities. • Skill: make observations and drawings of life cycles and growth. • Skill: talk about the roles of people who help us.	• Topic teaching: how our bodies grow and change (life cycles and growth). • RE link: 'What makes our world Wonderful?' — the wonder of our bodies and wellbeing. • Visitor: nurse / dentist / GP to discuss how they help us stay well. • Discussion: contrasting environments — how do people in other countries stay healthy?	• Exploration area: life cycle (human) display with photographs. • Small world: hospital / community role play. • Investigation: sorting healthy foods from around the world.	• Provide real-life experiences via visitors and artefacts. • Encourage enquiry: 'What does our body need to stay healthy?' • Link learning to diverse communities.	• Make observations and drawings of life cycles and growth. • Talk about the roles of people who help us. • Recognise environments different from their own.
Expressive Arts & Design	• Knowledge: a plan-do-review cycle to create a poster with purpose. • Knowledge: songs and movement embed knowledge of the body. • Knowledge: design technology — designing a healthy	• Art input: designing a 'Wellbeing poster' — planning first, then creating, then evaluating. • Music: songs about the body and movement ('Head, Shoulders, Knees and Toes' extended, 'Healthy Me' raps).	• Creative area: junk modelling healthy foods. • Role play: healthy café / smoothie bar. • Open-ended materials: planning creative wellbeing adverts.	• Model the plan-do-review creative process. • Encourage full evaluation of finished pieces. • Display process photos alongside outcomes.	• Safely use materials, planning and refining ideas. • Sing confidently, matching pitch and following melody. • Share creations and explain techniques fully.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	snack with intention. • Skill: safely use materials, planning and refining ideas. • Skill: sing confidently, matching pitch and following melody.	• Design technology: design and create a healthy snack.			
Physical Development	• Knowledge: ball-skill vocabulary — throwing, catching, aiming with accuracy and control. • Knowledge: the link between physical exercise and feeling well. • Knowledge: safe use of food-prep tools (safe knives, graters). • Skill: use ball skills with accuracy and control. • Skill: use a range of tools competently, safely and confidently (KFKS 8).	• PE: ball skills — throwing, catching, aiming with accuracy and control. • Handwriting teaching: independent fluent letter formation (KFKS-6). • Exercise circuits — linking physical activity to wellbeing.	• Outdoor play: active games (e.g. target games, obstacle races). • Fine motor stations: food prep (real, with supervision) — cutting soft fruit, spreading. • Healthy eating reflective drawing station.	• Model accurate ball skills with verbal cues. • Provide real tools (safe knives, graters) under supervision. • Support independent tripod grip and posture.	• Use ball skills with accuracy and control. • Use a range of tools competently, safely and confidently (KFKS 8). • Hold pencil correctly (tripod grip) in almost all cases (KFKS-6).

Week 6 — 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)
Communication & Language	- Knowledge: musical vocabulary — rhythm, beat, tempo, pitch, string, percussion, wind, vibration, loud, quiet. - Knowledge: explanation language (because, so that, which means). - Skill: use ambitious vocabulary independently. - Skill: explain how instruments make sound with reasoning. - Skill: ask investigative questions about how things work.	- Story sessions: 'The Pied Piper', 'The Musical Life of Gustav Mole'. - Structured discussions: 'Which instrument do you like best and why?' - Vocabulary teaching: rhythm, beat, tempo, pitch, string, percussion, wind, vibration, loud, quiet. - Explain: 'Why does a drum sound different from a triangle?'	- Role play: music shop / recording studio. - Small world: musician figures and stage. - Talking partners: describing a sound without naming the instrument.	- Model and repeat ambitious musical vocabulary throughout the day. - Extend by asking 'why' and 'how' questions. - Environment: vocabulary cards and images by the instrument station.	- Use ambitious vocabulary independently. - Explain how things work with reasoning (how instruments make sound). - Ask investigative questions.
PSED	- Knowledge: working as a musical team — listening, sharing, taking turns. - Knowledge: music can express and	- Jigsaw Unit 6: Changing Me — preparing for change / team work. - Circle time: sharing a favourite song /	- Collaborative play: forming a class band — taking turns, sharing instruments. - Social interaction: peer compliments	- Model giving and receiving positive feedback. - Reinforce turn-taking in structured musical activities.	- Work cooperatively and take turns confidently in larger groups. - Show resilience — try new

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	evoke a range of emotions. • Skill: work cooperatively and take turns confidently in larger groups. • Skill: show resilience — try new instruments or roles independently. • Skill: build constructive and respectful relationships.	piece of music from home. • PSHE: listening turns and taking turns within a class ensemble.	after performances. • Emotions-in-music station: matching music clips to feelings.	• Support emotions linked to performing in front of others.	instruments or roles independently. • Build constructive and respectful relationships.
Literacy	• Knowledge: Phase 4 consolidation — CCVCC and polysyllabic words. • Knowledge: songs and rhymes use rhythm and rhyme to support memorisation. • Knowledge: a label or caption identifies parts of a diagram. • Skill: learn rhymes, poems and songs and join in confidently (ELG).	• Little Wandle phonics: Phase 4 consolidation, focus on CCVCC and polysyllabic words. • Guided reading: song-lyric books and musical non-fiction. • Writing sessions: label a diagram of an instrument / write a simple review. • Rhymes and songs: learn and	• Mark making: writing song lyrics / concert tickets in role play. • Book corner: song books and non-fiction about instruments. • Writing area: write a caption for a favourite instrument.	• Model writing labels and sentences using Phase 3/4 phonics. • Oral rehearsal of song lyrics to support memory and phonic awareness. • Link rhymes to phonic learning.	• Learn rhymes, poems and songs, joining in confidently (ELG). • Write simple sentences that can be read by others. • Apply Phase 3/4 phonic knowledge to writing.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	Skill: write simple sentences for a real-life purpose (review, ticket, label).	join in confidently with new songs.			
Mathematics	- Knowledge: maths is everywhere — number, shape, pattern, measure all link in our daily routines. - Knowledge: numbers have patterns and relationships — odds, evens, doubles, halves, bonds. - Knowledge: comparing length, weight and capacity uses direct comparison. - Knowledge: number bonds and doubles to 10 — automatic recall (KFKS-10, ELG). - Skill: apply maths confidently across real-life problem-solving contexts.	- WR Summer Block 6 Step 1 – Deepen understanding (apply learning across real contexts). - WR Summer Block 6 Step 2 – Patterns and relationships in numbers. - Revisit: comparing length, weight and capacity (Spring Block 4 measure link). - Revisit: number bonds within 10 — daily quick-fire recall (KFKS-10, ELG). - Healthy-plate composition of 10: '5 fruits + 5 veggies = 10' / '7 + 3' / '6 + 4'. - Sleep-time problem solving: 'I went to bed at 7. I	- Healthy-plate sorting trays — fruits and vegetables to make number stories to 10. - Measuring station: scales, measuring jugs, rulers, real fruit and water bottles. - Receptionbury dancing maths: count steps in PE, Setps for a dance to perform, count beats in a bar - Number-bond posters and games (snap, fish) in the maths area. - Pattern relationships: even / odd hoops, double-spin doubles game.	- Use real measuring tools (scales, measuring jugs, rulers). - Model reasoning: 'I predict...', 'I notice...' - Ask reasoning questions linked to healthy choices.	- Apply maths confidently in real-life wellbeing contexts. - Recognise patterns and relationships in numbers. - Compare length, weight and capacity independently using direct comparison. - Recall number bonds and doubles within 10 (KFKS-10, ELG).

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	• Skill: identify and reason about patterns and relationships in numbers. • Skill: compare length, weight and capacity directly. • Skill: recall number bonds within 10 automatically.	woke up at 7. How many hours? Show me on a clock.' • Wellbeing measure investigations: how tall am I? How heavy is my water bottle? How much does my lunch box hold?			
Understanding the World	• Knowledge: instruments and music have changed over time (historical periods). • Knowledge: significant musicians from different eras and cultures. • Knowledge: music as a gift across cultures and communities. • Skill: know similarities and differences between things in the past and now. • Skill: talk about the lives of significant	• Topic teaching: instruments from the past vs modern instruments. • RE link: 'What makes our world Wonderful?' — music as a gift across cultures. • Discussion: significant musicians from different time periods and cultures. • Visitor: local musician to play for the class.	• Exploration area: instruments from around the world to handle. • Small world: 'music through time' display. • Investigation: listening station with music from different eras.	• Provide real-life experiences with instruments and visitors. • Encourage enquiry: 'Which instruments are old? Which are new?' • Link to historical periods and changes over time.	• Know similarities and differences between things in the past and now (historical periods and changes over time). • Talk about the lives of significant individuals (musicians). • Show curiosity about the wider world.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	individuals (musicians).				
Expressive Arts & Design	• Knowledge: key elements of music — pitch (high/low), tempo (fast/slow), dynamics (loud/quiet). • Knowledge: an instrument can be designed and made from junk materials with intent. • Skill: explore and manipulate the key elements of music. • Skill: design, make and refine their own instruments. • Skill: perform confidently solo or in a group.	• Music sessions: exploring pitch (high/low), tempo (fast/slow), dynamics (loud/quiet). • Design: design and make a junk-model instrument (plan-do-review). • Performance: class 'Receptionbury' mini-concert rehearsals.	• Creative area: design-and-build instrument station. • Role play: stage set for performances. • Open-ended materials: items that can be used as instruments.	• Model instrument-making techniques and sound experimentation. • Encourage children to evaluate their instruments fully. • Provide performance opportunities.	• Safely use tools and techniques, planning and refining instruments. • Perform confidently solo or in groups. • Listen attentively to music and express opinions with detail.
Physical Development	• Knowledge: body movement responds to music (tempo, pitch, dynamics). • Knowledge: fluent letter formation for note names and	• PE: dance to different styles of music, combining movements with ease and fluency. • Handwriting teaching: writing note names / instrument labels	• Outdoor play: dance-and-freeze games to different tempos. • Fine motor stations: threading beads onto an instrument design.	• Model body control in response to music. • Provide varied instruments requiring different fine motor skills. • Adults observe and support precision.	• Combine different movements with ease and fluency. • Use a range of tools and instruments competently (KFKS 8).

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	instrument labels (KFKS-6). - Knowledge: fine motor actions for instruments — plucking, tapping, shaking. - Skill: combine different movements with ease and fluency. - Skill: use a range of tools and instruments competently (KFKS 8).	with fluent letter formation. Fine motor: practising plucking, tapping, shaking to develop control.	Scissor work: cutting out musical note shapes.		Develop increasingly fluent and automatic handwriting.

Week 7 — 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)
Communication & Language	Knowledge: festival vocabulary — festival, celebration, tradition, culture, audience, performer, stage.	- Story sessions: books set in different cultures with music at the heart (e.g. 'Drum Dream Girl'). - Structured discussions:	- Role play: Receptionbury Festival site — ticket booth, stage, food stalls. - Small world: music festival set-up with	- Adults model extended narrative talk (with a clear beginning, middle and end). - Extend by asking children to link	- Articulate ideas in extended, well-formed sentences (extended narratives). - Connect ideas using connectives

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	- Knowledge: a coherent narrative has a clear beginning, middle and end. - Skill: articulate ideas in extended, well-formed sentences (extended narratives). - Skill: connect ideas using connectives confidently and naturally. - Skill: describe events in coherent narratives with a clear sequence.	'Which festival would you like to go to and why?' - Vocabulary teaching: festival, celebration, tradition, culture, audience, performer, stage. - Whole-class news report: 'Reporting live from Receptionbury Festival'.	tiny performers and audience. Talking partners: sharing the 'best bit' of the festival.	ideas with a range of connectives. Environment: reporter's microphones, cue cards.	confidently and naturally. Describe events in coherent narratives with a clear sequence.
PSED	- Knowledge: end-of-year reflection — celebrating growth across Reception. - Knowledge: teamwork roles in a real event (stage manager, performer, audience). - Skill: show resilience and perseverance in	- Jigsaw Unit 6: Changing Me — end of unit celebration / reflection on the year. - Circle time: sharing what we are most proud of from Reception. - PSHE: celebrating our class community through the festival.	- Collaborative play: planning and running the festival stalls together. - Social interaction: teamwork roles (stage manager, performer, audience). - Reflection area: 'I am proud of...' display.	- Model resilience in performance and teamwork. - Reinforce routines and expectations for the festival event. - Celebrate every child's contribution.	- Show resilience and perseverance in the face of challenge independently (ELG). - Be confident to try new activities independently (ELG). - Form positive attachments and sustain relationships.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	the face of challenge independently (ELG). • Skill: be confident to try new activities independently (ELG). • Skill: form positive attachments and sustain relationships.				
Literacy	• Knowledge: final consolidation of all Phase 4 GPCs. • Knowledge: a poster has a heading, key information and simple sentences with capital letters and full stops. • Knowledge: reading with fluency and expression. • Skill: write simple phrases and sentences that can be read by others (ELG).	• Little Wandle phonics: final consolidation of Phase 4. • Guided reading: festival and celebration books from different cultures, reading with fluency and expression. • Writing sessions: design and write a festival poster, ticket or review (simple sentences with capital letters and full stops). • Shared writing: a class festival programme.	• Mark making: festival programmes, tickets, signs, posters in the writing area. • Book corner: stories about festivals from around the world. • Writing area: 'review of the festival' cards.	• Model poster writing with bold print, capitals, full stops. • Oral rehearsal of sentences before writing. • Celebrate finished writing in the festival displays.	• Write simple phrases and sentences that can be read by others (ELG). • Apply phonic knowledge (Phase 3/4) to spelling. • Re-read writing with fluency and expression.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	Skill: apply phonic knowledge (Phase 3/4) to spelling.				
Mathematics	- Knowledge: musical patterns are mathematical patterns (clap-clap-stamp = AAB). - Knowledge: shapes can be selected, rotated and combined to build instruments. - Knowledge: composition of 10 — flexible part-whole understanding (KFKS-10, ELG). - Knowledge: subitising small groups of beats up to 5. - Skill: create and continue complex repeating patterns (rhythmic + visual). - Skill: select, rotate and manipulate shapes with precision and purpose.	- ELG consolidation: complex repeating patterns (Block 5 revisit) through musical rhythms. - ELG consolidation: select, rotate and manipulate shapes (Block 3 revisit) — design instruments. - ELG consolidation: composition of 10 (Block 3 / 6 revisit) with band-grouping problems. - ELG consolidation: subitising to 5 (Autumn / Spring revisit) — beats in a bar. - Rhythm patterns: clap-clap-stamp / boom-clap-clap / shake-shake-shake-rest. Identify the rule. - Build-a-class-band: '10 musicians — how many ways	- Music station: shakers, claves, triangles for free rhythmic pattern-making. - Instrument design: pattern blocks and 3-D shapes — design your own instrument. - Number-bond bunting station: write number bonds to 10 on bunting flags. - Subitising challenge cards: 'how many beats?' / 'how many shakers?' (1-5). - Outdoor performance area for sharing rhythm patterns with peers.	- Use percussive manipulatives to link music to maths. - Model pattern-making with physical demonstration. - Ask reasoning questions about pattern continuation.	- Create and continue complex repeating patterns confidently. - Select, rotate and manipulate shapes with precision (ELG). - Show deep understanding of the composition of numbers to 10 (ELG). - Subitise small quantities up to 5 (ELG).

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	- Skill: subitise small groups of beats / instruments confidently. - Skill: apply number composition to real grouping (e.g. 10 musicians → 5+5, 7+3).	can we put them into 2 groups?’ Festival shape design: select and rotate shapes to make stage decorations.			
Mathematics consolidation.	- Knowledge: maths is applied across all real-life contexts — counting, shape, pattern, measure, money. - Knowledge: number bonds and doubles to 10 — automatic recall (KFKS-10, ELG). - Knowledge: counting beyond 20, recognising the repeating tens-and-ones pattern. - Knowledge: 2-D and 3-D shapes have specific properties used in design. - Skill: apply maths confidently in a	- ELG consolidation: number bonds & doubles to 10 — daily fluency (KFKS-10, ELG). - ELG consolidation: counting beyond 20 (Block 1 revisit) — count festival attendees. - ELG consolidation: addition and subtraction within 10 (Block 2 revisit) — ticket-stall problems. - ELG consolidation: complex patterns and shape (Blocks 3 / 5 revisit) — bunting design. - Festival ticket stall: ‘5p tickets — I have 8p, how	- Festival role-play with token currency: ticket stall, food stall, face-painting stall. - Bunting design station: paper triangles in coloured patterns to thread on string. - Counting / tallying clipboards across the festival role-play. - Number-bond wall: festival flags showing all the bonds to 10. - Shape-festival hunt: spot 2-D and 3-D shapes around the role-play area.	- Use real-life maths opportunities in the festival set-up. - Model money-like transactions with tokens. - Ask reasoning questions throughout.	- Apply maths confidently in real-life festival contexts. - Automatically recall number bonds to 5 and some to 10 including doubles (ELG). - Count confidently beyond 20, recognising the counting pattern. - Create complex patterns and select shapes purposefully (ELG).

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	real-life festival context. • Skill: automatically recall number bonds to 5 and some to 10 including doubles (ELG). • Skill: count verbally beyond 20 with confidence. • Skill: create complex patterns and select shapes purposefully (ELG).	many tickets can I buy?’ • Festival bunting design: AAB / ABB / ABCD patterns using triangles, squares, circles. • Counting attendees: tally festival visitors, count beyond 20, group into 10s.			
Understanding the World	• Knowledge: music festivals around the world — Carnival (Brazil), Holi (India), Chinese New Year, Notting Hill Carnival, Glastonbury. • Knowledge: similarities and differences between life here and in other countries. • Knowledge: summer season	• Topic teaching: music festivals around the world — Carnival (Brazil), Holi (India), Chinese New Year, Notting Hill Carnival, Glastonbury. • RE link: 'What makes our world Wonderful?' — celebrating the diversity of world cultures. • Discussion: similarities and differences	• Exploration area: maps and books about the festivals studied. • Small world: festivals set up in small-world areas. • Investigation: natural world — exploring what makes summer festival-friendly weather.	• Provide real-life experiences: tastes, smells, music, clothing. • Encourage enquiry and respectful comparison between cultures. • Link to knowledge of maps to show festival locations.	• Explain some similarities and differences between life in this country and life in other countries (ELG). • Know some similarities and differences between religious / cultural communities (ELG). • Understand summer season and changes in the natural world.

Area of Learning	Knowledge & Skills	Adult-Led (Direct Teaching)	Continuous Provision (Child-Initiated)	Implementation (Adults / Environment)	Impact (What children will show)
	and the natural world. • Skill: explain some similarities and differences between life in this country and life in other countries (ELG). • Skill: know some similarities and differences between religious / cultural communities (ELG).	between life in this country and life in other countries. • Festival day: share food / music / crafts from different cultures.			
Expressive Arts & Design	• Knowledge: bunting, flags and costumes from different cultures use varied colour and pattern. • Knowledge: songs from around the world have distinctive melodies and rhythms. • Knowledge: a real audience requires planning and refinement.	• Art input: designing festival bunting, flags, costumes from different cultures. • Music: learning songs from around the world; final performance rehearsal. • Performance: The Receptionbury Music Festival (end of week celebration with families).	• Creative area: making costumes, flags and decorations. • Role play: Receptionbury Festival in full — ticket stand, stage, food stalls. • Open-ended materials to design festival elements.	• Model refining and evaluating work for a real audience. • Encourage confident performance solo or in groups. • Display the festival proudly for families to share.	• Perform confidently solo or in groups (ELG). • Sing confidently, matching pitch and following more complex melodies (ELG). • Share creations, explaining techniques and choices fully.

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	• Skill: perform confidently solo or in groups (ELG). • Skill: sing confidently, matching pitch and following more complex melodies (ELG).				
Physical Development	• Knowledge: combining taught movements fluently in a live performance. • Knowledge: ELG-level handwriting — recognisable, correctly-formed letters (KFKS-6). • Knowledge: safe use of a range of tools (KFKS 8). • Skill: combine movements with ease and fluency (ELG). • Skill: use a range of tools competently, safely and confidently (KFKS 8, ELG).	• PE: performance dance — combining taught movements fluently and with control. • Handwriting teaching: final independent check of recognisable, correctly-formed letters (KFKS-6). • Fine motor: costume and prop making.	• Outdoor play: large-scale festival set-up — moving equipment safely. • Fine motor stations: decorating costumes, detailed craft work. • Scissor work and threading for costume design.	• Model fluent movement and ensure safety with apparatus. • Provide varied tools and support independent tripod grip. • Celebrate physical confidence at the end of Reception.	• Combine movements with ease and fluency (ELG). • Use a range of tools competently, safely and confidently (KFKS 8, ELG). • Write recognisable letters that are correctly formed (KFKS-6, ELG).