

EYFS Medium Term Plan - Summer 2

Reception - Thames Ditton Infant School

2026-2027

Overview of Enquiry Questions

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

Week 1 - Class Pet Birthday (w/c)

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

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Ambitious vocabulary - celebrate, tradition, candles, invitation, wish, surprise, anniversary. Connectives to extend sentences (because, and, but, so).	Listen attentively and respond with relevant ideas. Articulate ideas in extended, well-formed sentences. Share personal experiences in a small group with confidence.	Story sessions: 'Kipper's Birthday', 'The Big Birthday Surprise' - 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'. Role play: birthday party shop / party planner office. Small world: party scene with characters and cake. Talking partners: plan a party for the class pet - agreeing and sequencing ideas.	Adults model ambitious vocabulary and use 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.	Children use ambitious vocabulary in context (e.g. tradition, celebrate). Listen attentively and respond with relevant ideas. Articulate ideas in extended, well-formed sentences using connectives.
PSED	Feelings vocabulary - excited, nervous, proud, happy. Turn-taking and cooperation in group games. As we grow older we learn to do more things for ourselves; there are still things we need help with.	Wait for a turn and control immediate impulses. Show sensitivity to others' feelings on a special day. Reflect on personal change and growth (baby → now).	Kapow: Managing self – My wellbeing, Lesson 1 (growing up – as I get older I can do more for myself). Circle time: 'Things that have changed since I was little' - sharing baby photos. PSHE: turn-taking games linked to party activities (pass the parcel, musical statues). 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 during cooperative tasks.	Children wait their turn and control immediate impulses independently. Show sensitivity to others' feelings naturally and thoughtfully. Work cooperatively in larger groups. Talk about something they can do now that they could not do when they were little.
Literacy	Phase 4 GPCs - CCVC, CCVCC and polysyllabic word structures. A sentence has a capital letter, finger spaces and a full stop. A recount tells what happened in order.	Blend and segment Phase 4 words to read and spell. 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.
Mathematics	A double is two equal groups put together (double 3 = 3 + 3 = 6). Number bonds and doubles within 10 - automatic recall (KFKS-10, ELG). A repeating pattern is made of a unit of repeat (e.g. an ABB	Recall doubles to double 5 automatically (KFKS-10). Identify the unit of repeat in a pattern. Create their own pattern rule and verbalise it.	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. WR Summer Block 5 Step 3 – Explore own pattern rules. Doubles in a party context: double 4 candles,	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 and others' pattern rules.

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	pattern: party-cake-cake). A pattern rule describes the repeat.		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! Doubles in role-play: 'pairs of party shoes', matching socks, twin gift bags. Pattern jewellery workshop: bead bracelets / necklaces with chosen pattern rules. 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?'	
Understanding the World	Birthdays are celebrated in different ways in different families. A personal timeline (baby → toddler → now) shows change over time. Traditions and celebrations vary across cultures (Quinceañera, half-birthdays, etc.).	Talk about similarities and differences between themselves as a baby and now. 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	A plan-do-review cycle - first I will, then I will, finally I will. Design choices can be explained (why I chose, how I made). 'Happy Birthday' melody and pitch matching.	Plan, refine and evaluate creative work. Sing as a group and match pitch confidently.	Art input: designing a birthday card using chosen techniques (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. Creative area: junk-modelling a birthday present / decorations. Role play: party shop with cards, wrapping paper, ribbons. Open-ended materials: ribbons, sequins, tissue for 'party preparations'.	Model techniques and planning - 'First I will... then I will...' Encourage children to evaluate and explain their process fully. Display examples of children's work with annotated techniques.	Safely use tools and techniques, planning and refining their ideas. Sing confidently, matching pitch and following the melody. Share creations and explain techniques used.
Physical Development	Travelling actions - running, hopping, skipping. Zig-zag letter family (v, w, x, z, k) - formation and tripod grip (KFKS-6).	Combine gross motor movements with control and fluency. Throw and catch with accuracy (e.g. 'pass the parcel'). Use varied tools (piping bags, tweezers, hole punches, scissors) competently (KFKS 8).	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).

Week 2 - Pride Month (w/c)

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

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Respectful, inclusive vocabulary - unique, identity, respect, family, community, proud, different, same. Open and investigative questions explore similarities and differences.	Ask open-ended and investigative questions. Use ambitious vocabulary in varied contexts. Articulate thoughts in coherent narratives with a clear sequence.	Story sessions: 'Julian is a Mermaid', 'And Tango Makes Three', 'All Are Welcome'. Structured discussions: 'What makes your family special?' - sharing respectfully. Vocabulary teaching: unique, identity, respect, family, community, proud, different, same. Open-ended questioning: 'How are we the same? How are we different?' 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.
PSED	Each person is special, valuable and unique. Respect, kindness and inclusion as community values. Sleep and rest are important for our bodies; we can notice when we feel tired and say so.	See themselves as a valuable individual. Build sustaining positive relationships with a range of peers. Show sensitivity to others' needs independently.	Kapow: Managing self – My wellbeing, Lesson 2 (sleep and rest – recognising when I feel tired). 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. Recognise when they feel tired and tell an adult.
Literacy	Phase 4 review and common exception words. Inference - using picture and text clues to work out feelings. 'I am' and 'I can' sentence structures with capital letter and full stop.	Write simple sentences with known GPCs and tricky words independently. Re-read writing to check it makes sense.	Little Wandle phonics: Phase 4 review and 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. Mark making: self-portrait labels and sentences about themselves. Book corner: picture books celebrating diversity. Writing area: cards of kindness for a friend.	Model writing 'I can / I am' sentences with oral rehearsal first. Use picture prompts and sentence stems to scaffold independent writing. Reinforce common exception words through display and flashcards.	Write simple sentences with known GPCs and tricky words independently. Re-read what they have written to check it makes sense. Demonstrate understanding of stories with detail and expression.
Mathematics	Scenes can be replicated by placing objects in the same positions. Things look different when viewed from different positions (above, side, below). Positional language describes where things are: in front of,	Replicate a scene or model from a picture or example. Describe what they see from a different viewpoint. Use positional language to describe arrangements. Give	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	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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	behind, next to, between. Step-by-step instructions help us build accurately.	and follow building instructions.	in the right order - describe the colours' positions. Replicate-the-scene game: a class display photo on the IWB; children rebuild it with bricks. Barrier-build partner game: one child gives instructions, the other builds, no peeking! 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.		
Understanding the World	Families come in different shapes and sizes around the world and in our community. The Pride flag - belonging, love, pride in who you are (age-appropriate). Similarities and differences between cultural communities.	Explore similarities and differences with respectful curiosity. Talk about the lives of the people around them and their roles.	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 colours (age-appropriate - belonging, love, being proud of who you are). Visitors: invite family members to share about their family. 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 similar around the world.	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.
Expressive Arts & Design	Skin tones can be observed and mixed using a range of paints. Collaborative artwork combines individual contributions into one piece. Music from different cultures has different sounds, rhythms and instruments.	Confidently apply artistic effects to express ideas and feelings. Listen to and talk about music, expressing opinions with detail.	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.
Physical Development	Bodies move in unique ways - agility, coordination, individual style. All letter families revisited for automaticity (KFKS-6).	Show agility and coordination in a variety of movements. Maintain fluent, legible handwriting independently. 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	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.

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			tweezers for small-scale design work. Handwriting practice during independent writing.		

Week 3 - Mindfulness & Transition (w/c)

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

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Vocabulary for feelings and mindfulness - mindful, calm, confident, worry, brave, breath, transition, focus. Talk can be used to organise thinking and work through worries.	Sustain attention in whole-class contexts. Use talk to work out problems and organise thinking. 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	Self-regulation strategies - 5-finger breathing, grounding, counting. Change can be approached positively with the right support. Calm strategies help us look after our minds as well as our bodies, especially when something is changing.	Show resilience and perseverance in the face of challenge independently. Identify and moderate own feelings consistently. Be confident to try new activities independently.	Kapow: Managing self – My wellbeing, Lesson 3 (looking after my mind – calm strategies for a big change). Circle time: 'Worry Monsters' - naming worries and strategies to manage them. Mindfulness sessions: guided breathing, body scan, gratitude journaling (drawing). Visit from Year 1 teacher / tour of the Year 1 classroom. 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 resilience independently.	Show resilience and perseverance in the face of challenge independently (ELG). Identify and moderate their own feelings consistently. Be confident to try new activities independently. Choose and use a calm strategy independently when facing something new.
Literacy	Phase 4 consolidation and tricky-word review. A personal letter has a greeting, message and sign-off.	Read with fluency and expression at Phase 3/4 level. Write simple sentences with increasing independence. Re-read writing to check it makes sense.	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. Shared writing: compose a class letter to the Year 1 teacher. 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.
Mathematics	A map represents a real place from above. Maps can be drawn with models, with pictures or with marks. Familiar journeys (home to school, classroom to playground) can be shown on	Explore and read simple maps. Represent a map with models and 3-D objects. Draw a simple map of a familiar place with key landmarks. Draw a map for a story	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	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.

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	a map. Maps in stories help us follow the action and understand the setting.	situation (e.g. We're Going on a Bear Hunt).	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.		
Understanding the World	How children themselves have grown and changed across the Reception year. Seasonal change is an ongoing natural process (recap of all four seasons). Signs of summer in the local environment.	Talk about similarities and differences between now and earlier in the year. 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.
Expressive Arts & Design	Art can be a tool for calm and self-expression (mandalas, pebble painting, leaf printing). Calming music has a slower tempo and softer dynamics.	Confidently refine and build on previous learning. Listen attentively to music and express feelings with detail. 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	Yoga and mindful movement build balance, control and breathing. Handwriting fluency and posture for Year 1 readiness (KFKS-6).	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, balance, coordination and agility.	PE: yoga and mindful movement - balance, control and breathing. Handwriting teaching: independent handwriting at the writing table (KFKS-6). Gymnastic-style balance and coordination exercises. Outdoor play: balance beams, stepping stones, mindful walking. Fine motor stations: cutting and folding origami 'fortune tellers' linked to transition. Handwriting practice during continuous provision.	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, balance, coordination and agility.

Week 4 - Wellbeing (w/c)

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

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Wellbeing vocabulary - healthy, wellbeing, exercise, nutrition, hygiene, emotions, support. Cause-and-effect language to explain how things work.	Articulate ideas in extended, well-formed sentences with connectives. Explain how things work and why with reasoning. Use ambitious vocabulary naturally in varied contexts.	Story sessions: 'The Bad Seed', 'Have You Filled a Bucket Today?'. Structured discussions: 'How can we be a good friend?' Vocabulary teaching: healthy, wellbeing, exercise, nutrition, hygiene, emotions, support. Explain how things work: 'How does exercise help our body?' Role play: doctor's surgery / dentist / healthy café. Small world: hospital and home scenes linked to wellbeing. Talking partners: share a healthy choice they made today.	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. Use ambitious vocabulary naturally in varied contexts.
PSED	Factors that support wellbeing - exercise, sleep, screen time, healthy eating, toothbrushing. Personal hygiene routines (handwashing, brushing teeth). Our bodies need food and water; a balanced diet includes food from different groups.	Manage personal hygiene independently (ELG). Know and talk about factors that support overall health and wellbeing (ELG). Show sensitivity to own and others' needs independently.	Kapow: Managing self – My wellbeing, Lesson 4 (healthy eating and drinking – our bodies need food and water). 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. Talk about their own food and drink choices and why our bodies need food and water.
Literacy	Phase 4 consolidation - automatic reading of tricky words. Non-fiction texts give real-world information (labels, captions, headings). A recipe is a sequenced set of instructions.	Engage meaningfully with non-fiction texts. 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.
Mathematics	Maths is everywhere - number, shape, pattern, measure all link in our daily routines. Numbers have patterns and relationships - odds, evens, doubles, halves, bonds. Comparing length, weight and capacity uses direct comparison. Number bonds and doubles to 10 - automatic recall (KFKS-10, ELG).	Apply maths confidently across real-life problem-solving contexts. Identify and reason about patterns and relationships in numbers. Compare length, weight and capacity directly. Recall number bonds within 10 automatically.	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 woke up at 7.	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).

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			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? Healthy-plate sorting trays - fruits and vegetables to make number stories to 10. Measuring station: scales, measuring jugs, rulers, real fruit and water bottles. Wellbeing routines maths: count steps in PE, count breaths in mindfulness. Number-bond posters and games (snap, fish) in the maths area. Pattern relationships: even / odd hoops, double-spin doubles game.		
Understanding the World	How the human body grows and changes over time (life cycle). People who help us stay well - nurse, dentist, GP. How health and wellbeing practices vary across communities.	Make observations and drawings of life cycles and growth. 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	A plan-do-review cycle to create a poster with purpose. Songs and movement embed knowledge of the body. Design technology - designing a healthy snack with intention.	Safely use materials, planning and refining ideas. Sing confidently, matching pitch and following melody.	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). Design technology: design and create a healthy snack. 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.
Physical Development	Ball-skill vocabulary - throwing, catching, aiming with accuracy and control. The link between physical exercise and feeling well. Safe use of food-prep tools (safe knives, graters).	Use ball skills with accuracy and control. 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 5 - Receptionbury (Music) (w/c)

Enquiry Question: How do instruments make different sounds?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Musical vocabulary - rhythm, beat, tempo, pitch, string, percussion, wind, vibration, loud, quiet. Explanation language (because, so that, which means).	Use ambitious vocabulary independently. Explain how instruments make sound with reasoning. 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	Working as a musical team - listening, sharing, taking turns. Music can express and evoke a range of emotions. Moving our bodies can be enjoyable and is good for us; there are many different ways to move.	Work cooperatively and take turns confidently in larger groups. Show resilience - try new instruments or roles independently. Build constructive and respectful relationships.	Kapow: Managing self – My wellbeing, Lesson 5 (being active – the different ways we can move our bodies). Circle time: sharing a favourite song / piece of music from home. PSHE: listening turns and taking turns within a class ensemble. Collaborative play: forming a class band - taking turns, sharing instruments. Social interaction: peer compliments after performances. Emotions-in-music station: matching music clips to feelings.	Model giving and receiving positive feedback. Reinforce turn-taking in structured musical activities. Support emotions linked to performing in front of others.	Work cooperatively and take turns confidently in larger groups. Show resilience - try new instruments or roles independently. Build constructive and respectful relationships. Explore and name different ways they can move their bodies.
Literacy	Phase 4 consolidation - CCVCC and polysyllabic words. Songs and rhymes use rhythm and rhyme to support memorisation. A label or caption identifies parts of a diagram.	Learn rhymes, poems and songs and join in confidently (ELG). Write simple sentences for a real-life purpose (review, ticket, label).	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 join in confidently with new songs. 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.
Mathematics	Musical patterns are mathematical patterns (clap-clap-stamp = AAB). Shapes can be selected, rotated and combined to build instruments. Composition of 10 - flexible part-whole understanding (KFKS-10, ELG). Subitising small groups of beats up to 5.	Create and continue complex repeating patterns (rhythmic + visual). Select, rotate and manipulate shapes with precision and purpose. Subitise small groups of beats / instruments confidently. Apply number composition to real grouping (e.g. 10 musicians → 5+5, 7+3).	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-	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	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
			shake-rest. Identify the rule. Build-a-class-band: '10 musicians - how many ways can we put them into 2 groups?'. Festival shape design: select and rotate shapes to make stage decorations. 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.		
Understanding the World	Instruments and music have changed over time (historical periods). Significant musicians from different eras and cultures. Music as a gift across cultures and communities.	Know similarities and differences between things in the past and now. Talk about the lives of significant individuals (musicians).	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.
Expressive Arts & Design	Key elements of music - pitch (high/low), tempo (fast/slow), dynamics (loud/quiet). An instrument can be designed and made from junk materials with intent.	Explore and manipulate the key elements of music. Design, make and refine their own instruments. 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	Body movement responds to music (tempo, pitch, dynamics). Fluent letter formation for note names and instrument labels (KFKS-6). Fine motor actions for instruments - plucking, tapping, shaking.	Combine different movements with ease and fluency. Use a range of tools and instruments competently (KFKS 8).	PE: dance to different styles of music, combining movements with ease and fluency. Handwriting teaching: writing note names / instrument labels with fluent letter formation. Fine motor: practising plucking, tapping, shaking to develop control. Outdoor play: dance-and-freeze games to different tempos. Fine motor stations: threading beads onto an instrument design. Scissor work: cutting out musical note shapes.	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). Develop increasingly fluent and automatic handwriting.

Week 6 - Receptionbury Music Festival (w/c)

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

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Festival vocabulary - festival, celebration, tradition, culture, audience, performer, stage. A coherent narrative has a clear beginning, middle and end.	Articulate ideas in extended, well-formed sentences (extended narratives). Connect ideas using connectives confidently and naturally. Describe events in coherent narratives with a clear sequence.	Story sessions: books set in different cultures with music at the heart (e.g. 'Drum Dream Girl'). Structured discussions: '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'. Role play: Receptionbury Festival site - ticket booth, stage, food stalls. Small world: music festival set-up with tiny performers and audience. Talking partners: sharing the 'best bit' of the festival.	Adults model extended narrative talk (with a clear beginning, middle and end). Extend by asking children to link ideas with a range of connectives. Environment: reporter's microphones, cue cards.	Articulate ideas in extended, well-formed sentences (extended narratives). Connect ideas using connectives confidently and naturally. Describe events in coherent narratives with a clear sequence.
PSED	End-of-year reflection - celebrating growth across Reception. Teamwork roles in a real event (stage manager, performer, audience). Teeth need cleaning every day; we walk safely near roads with an adult and do not touch dogs we do not know.	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.	Kapow: Managing self – My wellbeing, Lesson 6 (end of unit – caring for my teeth and being a safe pedestrian). 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. Practise putting toothpaste on a brush and brushing top and bottom teeth. Walk safely near a road with an adult.
Literacy	Final consolidation of all Phase 4 GPCs. A poster has a heading, key information and simple sentences with capital letters and full stops. Reading with fluency and expression.	Write simple phrases and sentences that can be read by others (ELG). Apply phonic knowledge (Phase 3/4) to spelling.	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.
Mathematics	Maths is applied across all real-life contexts - counting, shape, pattern, measure, money. Number bonds and doubles to 10 - automatic recall (KFKS-10, ELG). Counting beyond 20, recognising the repeating tens-	Apply maths confidently in a real-life festival context. Automatically recall number bonds to 5 and some to 10 including doubles (ELG). Count verbally beyond 20 with confidence. Create complex	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.	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

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	and-ones pattern. 2-D and 3-D shapes have specific properties used in design.	patterns and select shapes purposefully (ELG).	Festival ticket stall: '5p tickets - I have 8p, how 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. 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.		patterns and select shapes purposefully (ELG).
Understanding the World	Music festivals around the world - Carnival (Brazil), Holi (India), Chinese New Year, Notting Hill Carnival, Glastonbury. Similarities and differences between life here and in other countries. Summer season and the natural world.	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).	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 between life in this country and life in other countries. Festival day: share food / music / crafts from different cultures. 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.
Expressive Arts & Design	Bunting, flags and costumes from different cultures use varied colour and pattern. Songs from around the world have distinctive melodies and rhythms. A real audience requires planning and refinement.	Perform confidently solo or in groups (ELG). Sing confidently, matching pitch and following more complex melodies (ELG).	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.
Physical Development	Combining taught movements fluently in a live performance. ELG-level handwriting - recognisable, correctly-formed letters (KFKS-6). Safe use of a range of tools (KFKS 8).	Combine movements with ease and fluency (ELG). 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).

