

Reception Medium Term Plan - Summer 1

Thames Ditton Infant School 2025-26

This summary provides a concise overview of the Summer 1 Medium Term Plan for inspectors. The full document evidences how the curriculum intent translates into rigorous, day-by-day classroom practice across all seven Areas of Learning.

At a Glance

Purpose	Detailed weekly planning for the Summer 1 half-term, showing how the curriculum is delivered in practice.
Audience	Reception teaching team, supply staff, senior leaders and inspectors.
Structure	Seven weeks (w/c 13/4/26 – 25/5/26), each driven by a clear enquiry question, broken down across all seven Areas of Learning.

Weekly Enquiry Questions

- **Week 1: Farm-** What animals and plants might we find on a farm?
- **Week 2: Farm Jobs** - What jobs do people do on a farm and why are they important?
- **Week 3: Ducklings** - How do ducklings grow and change?
- **Week 4: The Hungry Caterpillar** - How does a caterpillar change into a butterfly?
- **Week 5: Minibeasts** - What minibeasts can we find in our environment?
- **Week 6: Minibeasts Movement** - How do minibeasts move, live and protect themselves?
- **Week 7: Growing & Planting Seeds** - What do plants need to grow, and how can we plant our own seeds?

Planning Format

Every week is planned across all seven Areas of Learning using a consistent six-column format, demonstrating careful and thoughtful planning:

- **Knowledge** - what children will know.
- **Skills** - what children will be able to do.
- **Possible Provision** - adult-led inputs and continuous provision.
- **Implementation** - adult role and environment.
- **Impact** - observable outcomes (linked to ELGs).

Curriculum Coherence in Practice

- **Mathematics** follows White Rose: completion of 'Pattern' (Spring Block 6) - more complex repeating patterns (ABC, AAB, ABB, AABB, ABBA) and patterns in the environment; 'Counting to 20 and beyond' (Summer Block 1) - building teen numbers as '1 ten and some ones' and verbal

counting beyond 20; 'Addition and subtraction' (Block 2) - add more, missing addends, take away and missing subtrahends; 'Shape and space' (Block 3) - select, rotate, manipulate, compose and decompose shapes, and find 2-D shapes within 3-D shapes; and the start of 'Sharing and grouping' (Block 4).

- **Phonics** follows Little Wandle: Phase 4 secured - blending and segmenting CVCC, CCVC, CCVCC, CCCVC and polysyllabic words, with end-of-term review of all taught GPCs and tricky words; applying phonics to read and write fact files, captions, instructions and innovated stories.
- **PSED** follows Kapow: 'Building relationships – My family and friends' - the people who care for us and what makes each family special, what makes a good friend and how to notice and include someone who is left out, how kind and unkind words affect others, what to do when friends want different things, being the best friend we can be, and working together as a team. The NSPCC PANTS rule is taught alongside as a separate safeguarding input, and in Week 7 the unit's teamwork and shared responsibility are consolidated through the class planting project.
- **RE** addresses the 'What makes our world wonderful?' enquiry - children explore wonder in the natural world and consider different accounts of how the world began (a creation story and the 'big bang'), presented respectfully as things some people believe.

Integrated learning characteristics

- Real, hands-on experiences: a farm visit or virtual tour, duckling hatching and observation, growing cress and sunflowers, minibeast hunts, observational drawing, symmetry butterfly printing and seed planting.
- Explicit vocabulary teaching every week — farm words (plough, harvest, livestock, dairy), life-cycle words (egg, chrysalis, emerge, transform), minibeast words and positional language (next to, on top of, behind, in front of).
- Clear sentence stems and talk frames in every Area of Learning - 'The ____ is _____. It lives in _____. It eats _____.', 'First... then... next... finally...', 'I notice... I predict... because...' - to extend reasoning, explanation and narrative.
- Year 1 readiness foregrounded: curly, long, bouncy and zig-zag letter families revisited with the tripod grip secured (KFKS 6), oral composition before writing (KFKS 1), phonic spelling (KFKS 9), and counting and number bonds extended beyond 10 (KFKS 10).

Reception Medium Term Plan - Summer 2

Thames Ditton Infant School 2025-26

This summary provides a concise overview of the Summer 2 Medium Term Plan for inspectors. The full document evidences how the curriculum intent translates into rigorous, day-by-day classroom practice across all seven Areas of Learning, drawing the Reception year to a close and preparing children for Year 1.

At a Glance

Purpose	Detailed weekly planning for the Summer 2 half-term, showing how the curriculum is delivered in practice and how children are prepared for transition to Year 1.
Audience	Reception teaching team, supply staff, senior leaders and inspectors.
Structure	Seven weeks, each driven by a clear enquiry question, broken down across all seven Areas of Learning.

Weekly Enquiry Questions

- **Week 1: Class Pet Birthday** - How do we celebrate birthdays and why are they special?
- **Week 2: Pride Month** - What makes each of us special and unique?
- **Week 3: Mindfulness & Transition** - What can help us feel confident and ready for something new?
- **Week 4: Celebration of Reception** - What are our best memories of Reception?
- **Week 5: Wellbeing** - How can we look after ourselves and each other?
- **Week 6: Receptionbury (Music)** - How do instruments make different sounds?
- **Week 7: Receptionbury Music Festival** - How do people celebrate music in different ways around the world?

Planning Format

Every week is planned across all seven Areas of Learning using a consistent six-column format, demonstrating careful and thoughtful planning:

- **Knowledge** - what children will know.
- **Skills** - what children will be able to do.
- **Possible Provision** - adult-led inputs and continuous provision.
- **Implementation** - adult role and environment.
- **Impact** - observable outcomes (linked to ELGs).

Curriculum Coherence in Practice

- **Mathematics** follows White Rose: 'Sharing and grouping' (Summer Block 4) - share equally with leftovers, explore and apply grouping, and odd and even numbers; 'Visualise, build and map' (Block 5) - doubling, repeating patterns and pattern rules, replicate and build scenes, position and direction, and simple mapping; and 'Make connections' (Block 6) - deepening understanding and patterns and relationships, with ELG-level consolidation of number bonds and doubles to 10, counting beyond 20, shape and pattern.
- **Phonics** follows Little Wandle: final consolidation of Phase 4 - CCVC, CCVCC and polysyllabic words and all common exception words to date - with children reading and writing simple sentences (cards, invitations, recounts, labels, captions, reviews and posters) with growing fluency and independence, in line with the Early Learning Goals.
- **PSED** follows Kapow: 'Managing self – My wellbeing' - growing up and recognising what we can now do for ourselves, noticing when we are tired and why sleep and rest matter, calm strategies for looking after our minds during a big change, healthy eating and drinking, being active and the different ways we can move our bodies, and caring for our teeth and being a safe pedestrian - alongside preparing positively for transition to Year 1 and an end-of-year celebration and reflection on the whole Reception year.
- **RE** continues the 'What makes our world wonderful?' enquiry - appreciating the gift of life and celebration, the diversity of people and families, and the way music and festivals are celebrated across cultures and communities.

Integrated learning characteristics

- Real, hands-on experiences: a class-pet birthday celebration, self-portraits and 'All About Me' work, mindfulness and yoga sessions, a Year 1 classroom visit, designing and making junk-model instruments, and the end-of-year Receptionbury Music Festival shared with families.
- Explicit vocabulary teaching every week - celebration words (tradition, candles, invitation), identity and wellbeing words (unique, respect, calm, healthy, hygiene), and musical words (rhythm, beat, tempo, pitch, percussion, festival).
- Clear sentence stems and talk frames in every Area of Learning - 'I feel... because...', 'I am special because...', 'A drum sounds different from a triangle because...' - to consolidate confident, well-formed and reasoned talk for Year 1.
- Year 1 readiness foregrounded: ELG-level handwriting with recognisable, correctly formed letters (KFKS 6), confident use of a range of tools (KFKS 8), and automatic recall of number bonds and doubles to 10 (KFKS 10) - alongside explicit emotional preparation for transition.