

Reception Medium Term Planning

Date: Summer 1	Topic: Where does our food come from?
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Key Learning Objectives:	Assessment for Learning:
<p>PSED</p> <p>Regulate their own behaviour independently in a range of typical and everyday situations.</p> <p>Follow instructions involving more than 2 or 3 steps.</p> <p>Respond appropriately in conversations or when answering</p> <p>Talk about healthy food choices, listing healthy and unhealthy foods as well as explaining why healthy foods are important.</p>	<p>I can...</p> <p>behave appropriately in and out of the classroom when in school</p> <p>explain how to behave appropriately when in school or in different situations</p> <p>follow a 2 step instruction</p> <p>answer a direct question when I am asked by a familiar adult</p> <p>sort healthy and unhealthy foods</p> <p>tell you 2 reasons why it is important to eat healthy foods.</p>
<p>CLL</p> <p>Respond to whole class discussions with appropriate and well thought out questions or comments.</p> <p>Ask questions to develop their own understanding</p> <p>Answer questions and make comments in full sentences, using the correct tense and a range of conjunctions.</p>	<p>I can ...</p> <p>answer a direct question during whole class discussions with a relevant answer</p> <p>answer key questions about stories we are reading in RWI</p> <p>ask a question about the topic we are talking about</p> <p>answer questions asked by a familiar adult in full sentences.</p> <p>use the correct tenses in conversation</p>
<p>PD</p> <p>Use a tripod grip to begin to write more fluently</p> <p>Develop the skills to use a range of small tools correctly- scissors, paintbrushes, cutlery</p> <p>Move with energy, accuracy and confidence in a range of different ways such as running, jumping, dancing, hopping, skipping</p>	<p>I can...</p> <p>hold a pencil correctly when writing</p> <p>use scissors independently</p> <p>use paintbrushes accurately to paint an image</p> <p>run, jump and hop</p> <p>skip across the yard by myself.</p>

<p>Literacy</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p>	<p>I can...</p> <p>form lower case letters correctly when writing independently</p> <p>begin to form some common upper case letters correctly</p> <p>'hold a sentence' in RWI and write it independently</p> <p>write a sentence in my diary independently</p> <p>answer questions about the RWI text I have read</p> <p>answer questions about known stories from the reading spine.</p>
<p>Mathematical Development</p> <p>Count beyond 10</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compare numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Continue, copy and create repeating patterns.</p> <p>Automatically recall number bonds for numbers 0-10.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>I can...</p> <p>find the number pair for numbers to 5</p> <p>tell you the number bonds for number pairs to 10</p> <p>'show' number pairs to ten using apparatus</p> <p>tell you which number is greater or smaller</p> <p>recognise numerals to 20</p> <p>name common 2d shapes</p> <p>name common 3d shapes</p> <p>explore which shapes have shapes 'inside' i.e triangles in a square</p>
<p>KUW</p> <p>To understand the effect of the changing world around them</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>I can...</p> <p>name 3 changes that happens between spring and summer</p> <p>sort foods from the UK and other countries</p> <p>tell you which foods grow in the UK</p> <p>tell you 3 key features of a farm</p> <p>tell you how farmland is different to the forest</p>
<p>EA&D</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>I can...</p> <p>work with a partner to create a model</p>

<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>work with a team of up to 4 children to create a specific model work with my peers in the role play area appropriately follow a lead to sing a song sing familiar songs confidently</p>
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