



Medium Term Planning
Reception
SUMMER 1 2026



Topics and Themes	Celebrating Cultures & Festivals Around the World
Life - Cycles Green fingers Here comes Summer	May Day - 1st May RSPB Dawn Chorus Day - -2 nd May World Bee Day - 20th May Coronation Dragon Boat Festival (China) 31 st May 2025 (falls late May/early June) King's Official Birthday - 13 June 2026 National celebration; Trooping the Colour. World Environment Day - 5 June 2026

Prime Areas of Learning
Communication and Language

Listening, Attention & Understanding:

As communicators, we will use our Communication, Resilience and Respect superpowers to...
 Learn and use new vocabulary linked to our summer topics, such as *growth, minibeast, hive, pollen, lifecycles, chrysalis, journey, seedling and environment*
 Understand new words by using picture clues, real objects, models and outdoor exploration to deepen meaning.
 Listen carefully to stories, rhymes and information books about nature, growing and summer celebrations, remembering and talking about the important things we have heard
 Keep our attention for longer during whole-class and small-group discussions, even when there are distractions outdoors or during exciting topic activities
 Follow longer multi - step instructions during whole-class and small-group activities, responding in the correct order e.g., *"Put your magnifying glass in the basket, wash your hands, then come to the carpet."*
 Retell familiar stories in the correct order, showing we understand the key events and characters in our stories
 Explain our ideas using full sentences, sometimes using words like *first, next, after that and finally*

Speaking:

As speakers, we will use our Communication, Collaboration and Courage superpowers to...
 Explain our ideas using full sentences, sometimes using words like *first, next, after that and finally*
 Use talk to plan our play, decide roles and work together during activities like minibeast hunts, garden play and journey role-play
 Use new vocabulary confidently when talking about our summer topics – words like *life cycle, chrysalis, pollen, roots, journey, hive, minibeast*
 Ask questions to find out more about the world around us, such as:

- *"Where do bees live?"*
- *"How does a caterpillar turn into a butterfly?"*
- *"Where might this journey take us?"*

Join in discussions, taking turns and listening respectfully to our friends' ideas and sharing our own
 Retell stories with more detail, remembering the beginning, middle and end, and start to invent our own endings or imaginative twists
 Explain ideas using full sentences of 6+ words, increasingly including time connectives or reasons such as *first, next, after that, finally* when describing processes (e.g., *life cycles or planting steps*) such as:

- *"First the caterpillar eats lots of leaves, then it makes a chrysalis..."*

Talk about what we notice outdoors, describing changes in weather, plants growing, or the minibeasts we find
 Ask questions."
 Ask thoughtful questions using *who, what, where, why or how* to find out more about nature and the world around us, for example:

- *"Where do bees go at night?"*
- *"How does a tadpole change into frogs?"*

Talk about what we have heard in longer sentences with more detail, giving simple reasons using words such as *because, but, so, then, after that*

Use expressive voices when acting out stories or pretending to be characters in our imaginative play
Share ideas confidently in groups, taking turns, listening to others and building on what they say
Grow our confidence speaking in front of others during carpet time, group work and story sharing

Physical Development

Gross Motor Skills:

As movers, we will use our Strength, Coordination and Collaboration superpowers to...

Move confidently in different ways outdoors, choosing appropriate movements independently, inspired by our summer topics – crawling like minibeasts, jumping like frogs, tip-toeing through the garden and jogging on our "journey trails"
Run, jump, hop, skip and climb with more control, showing we can start, stop and change direction safely
Use space carefully, looking out for others and choosing sensible spaces during PE, games and outdoor challenges
Develop our ball skills, practising rolling, kicking, throwing and catching with growing accuracy and control
Take part in simple team games, learning how to wait, take turns, follow rules and encourage our teammates
Build stamina and strength through PE, outdoor play, obstacle courses, forest-school style activities and minibeast hunts
Use large equipment safely and responsibly in PE and outdoors, including bikes, scooters, climbing frames, balance beams and tyres
Use our collaboration superpower work together to move, lift or build, negotiating roles and taking turns with minimal adult support, such as carrying crates, planks and natural materials to make dens, bug houses or growing areas
Talk about how our bodies feel during and after exercise – noticing our breathing, heart rate and how movement helps keep us healthy in the summer sunshine

Fine Motor Skills:

As creators and mark makers, we will use our Resilience and Fine Motor superpowers to...

Strengthen our hand and finger muscles by threading, using tweezers, pinching dough, building with small construction, and using tiny tools during our minibeast and growing activities
Hold our pencils using a secure tripod grip, helping us form letters more accurately and neatly
Practise writing labels, captions and short sentences with recognisable letters formed correctly, linked to our summer topics like lifecycles, gardens, minibeasts and journeys
Use scissors safely and with control, cutting along straight lines, curved lines and simple shapes for our craft projects
Use tools such as paintbrushes, glue sticks, hole punches, scoops and small construction pieces with increasing control and independence
Show growing independence with everyday tasks, such as zipping our coats, fastening shoes, closing bags, and opening snack containers
Use careful hands outdoors, such as when planting seeds, collecting natural objects or exploring minibeasts
Show more accuracy and control when drawing summer plants, insects and life cycle pictures

Personal Social & Emotional Development

Self-Regulation:

As growing self-regulators, we will use our Resilience and Responsibility superpowers to...

Notice our feelings and begin to explain *why* we feel that way, using simple reasons and words like *happy, worried, excited, frustrated*
Choose and use calming strategies independently in familiar situations – such as deep breaths, quiet time, a sensory tool or asking an adult for help
Stay focused for longer during adult-led and child-initiated activities even when there are distractions
Keep trying when things are tricky, especially outdoors or during creative challenges
Listen to others during carpet time and group work, showing we understand by responding or taking our turn to speak
Follow class routines and expectations with less help from our adults, knowing what to do next to stay ready for learning

Managing Self:

As independent learners, we will use our Confidence and Resilience superpowers to...

Make sensible choices in our play and learning, showing growing independence to choose activities that help us learn and grow
Talk about how to keep our bodies healthy in summer – sun safety, drinking enough water, resting, and wearing the right clothes
Practise keeping ourselves safe outdoors during minibeast hunts, nature walks and when using the big equipment outdoors or in PE
Feel proud of our achievements and explain what we are getting better at or what we want to learn next
Begin to set simple goals, such as "I want to finish this model" or "I want to learn to skip"

Building Relationships:

As kind friends, we will use our Collaboration superpower to...

Take turns in conversations, listening carefully, responding appropriately to our friends' ideas and waiting for our turn to speak
 Work together in outdoor learning, construction, gardening and role play, sharing ideas and tools
 Solve small problems with friends using our words instead of actions: "I don't like that," "Can I have a turn?" "Let's do it this way."
 Show kindness and care for living things – plants, insects and our environment – during our "Green Fingers" life cycle and minibeast topics
 Play cooperatively in groups, inviting others into our games and making sure everyone in our class feels welcome
 Celebrate all our differences, noticing what makes each of us special and unique

Specific Areas of Learning

Mathematics

Literacy

Number:

As Summer mathematicians, using our curiosity, resilience and problem-solving superpowers, we will:

Count forwards and backwards to 20 **accurately and confidently** using things around us like petals, shells, seeds and sunshine steps to help us keep track
 Build and explore numbers 9 and 10 using tens frames, bees in hives (for Bee Day!), petals, natural objects and counters showing these numbers in different ways
 Explain how numbers can be made in different parts using objects and simple spoken explanations such as "5 bees and 4 bees make 9" or "6 petals and 4 petals make 10"
 Recognise and explain bigger, smaller and equal amounts, using minibeasts, plants, leaves or seedlings from our "Green Fingers" learning
 Begin to use a 'counting on' strategy when adding, starting from the biggest number instead of always going back to 1
 Combine two small groups, like "These 4 birds + these 3 birds = 7 birds singing for Dawn Chorus Day!"
 Solve simple real-life problems in play: "If I plant 6 seeds and add 2 more, how many do I have now?"
 Talk about how numbers to 10 and 20 are made, noticing patterns such as teen numbers have a ten and some more

Numerical Patterns:

As pattern spotters, we will:

Compare heights, lengths and capacities using plants, water play and outdoor materials
 Talk about time words like *before*, *after*, *next*, *later* using real events (May Day parade, Coronation celebrations, Dragon Boat stories)
 Start to notice odd and even numbers using bees in pairs, socks, cubes or natural items
 Notice patterns in nature, such as petal arrangements, minibeast markings or leaf shapes
 Explore doubling and halving with small numbers using practical resources and hands-on activities like doubling ladybird spots or sharing seeds between pots
 Use language such as more, less, equal, altogether, double, half and share when comparing amounts

Word Reading:

As story lovers and thinkers, we will use our curiosity and imagination superpowers to...

Listen to and enjoy lots of stories, poems and information books about *growing, minibeasts, journeys and the outdoors*
 Retell stories in the correct order, including key events and characters, remembering the beginning, middle and end, and using key story vocabulary
 Talk about characters, settings and what happens in the story, using words like *because*, *then*, *after*
 Make clever guesses about what might happen next using clues from the story or pictures and explain our ideas in full sentences
 Begin to compare books – noticing what is the same or different (e.g., stories about growing, animals or celebrations)
 Make predictions using more complex sentence starters like "I think... because the character..."
 Explain what a story is teaching us, such as being kind, caring for nature or helping others
 Join in with repeated phrases, rhymes and fun patterned words to help us read more confidently
 Learn and use new and exciting vocabulary we hear in our books, especially from our White Rose stories
 Look closely at pictures to work out how characters may be feeling or what might be happening next
 Start to ask questions such as "Why did that happen?" or "What might they do next?"
 Join in retelling stories linked to our summer topics: life cycles, bees, nature, journeys and summer celebrations
 Enjoy listening to and performing poems, rhymes and patterned texts linked to minibeasts, outdoors and summer

Comprehension:

As growing readers, using our Comprehension superpower, we will...

Read simple stories, captions and labels linked to our summer themes.
 Talk about what is happening in the stories we read and explain our ideas in full sentences
 Begin to check our reading makes sense by re-reading when we get stuck
 Enjoy books in Drawing Club, story time and independent browsing, choosing stories that interest us

Writing:

As writers and creators, using our Communication, Resilience and Creativity superpowers, we will...

Use positional and directional language during journeys and outdoor exploration (over, under, behind, next to, forwards)

Create and continue repeating patterns using flowers, leaves, colours or movement patterns (like dancing ribbons for May Day!)

Explore 2D and 3D shapes to make models such as crowns (Coronation), boats (Dragon Boat Festival), hives (World Bee Day) or plant pots

See shapes even when they are turned, such as noticing triangles in bunting or circles in sun decorations

Maths shared texts:

The following High-quality texts are used to support mathematical language and understanding and are selected to align with our White Rose Maths themes and our wider curriculum:

Focus: counting, teen numbers, number patterns

Mouse Count – Ellen Stoll Walsh

Amazing Counting Book – Emilie Chollat

1-20, Count with Me! – Various editions

What Comes in 2s, 3s & 4s? – Suzanne Aker

My Granny Went to Market – Stella Blackstone

Focus: changes in quantity; addition and subtraction

Five Little Ducks – Traditional

Ten in the Bed – Penny Dale

One Is a Snail, Ten Is a Crab – April Pulley Sayre

Pete the Cat and His Four Groovy Buttons – Eric Litwin

One Ted Falls Out of Bed – Julia Donaldson

Focus: part-whole, combining and splitting amounts

The Very Busy Spider – Eric Carle

Monster Math – Grace Maccarone

The Doorbell Rang – Pat Hutchins

Two Can Toucan – David McKee

The Shopping Basket – John Burningham

Focus: early doubling, halving, fair / unfair sharing

Sharing a Shell – Julia Donaldson

The Lion's Share – Matthew McElligott

Who Sank the Boat? – Pamela Allen

It's Mine! – Leo Lionni

Mr Gumpy's Outing – John Burningham

Focus: shape, position, spatial awareness

Rosie's Walk – Pat Hutchins

My Map Book – Sara Fanelli

We're Going on a Bear Hunt – Michael Rosen

Where's Spot? – Eric Hill

Splash! – Ann Jonas

Focus: reasoning, noticing patterns across learning

Pattern Bugs – Trudy Harris

Math Fables – Greg Tang

Which One Doesn't Belong? – Christopher Danielson

The Button Book – Sally Nicholls

Use our phonics to write labels, captions and simple sentences linked to growing, minibests, journeys and the outdoors

Spell words with digraphs and with simple endings such as -s, -ing, -ed

Use topic vocabulary in our writing (roots, wings, soil, journey, chrysalis)

Say our sentence aloud, count the words, and write them in the correct order

Use capital letters, finger spaces and full stops with increasing independence

Begin to join ideas using *and*, *because*

Begin to sequence ideas across more than one sentence with support that makes sense when read back e.g., "First we planted the seed. Then we watered it."

Write simple non-fiction pieces such as minibest facts, planting instructions or journey maps

Write imaginative sentences in Drawing Club and White Rose activities

Use writing in our play – signs, lists, messages, cards, story maps, labels and invitations.

Read our writing back to check it makes sense and make simple improvements with adult support

Feel proud of our writing and explain what we have written to others

Drawing Club:

Drawing Club in Summer 1 supports children to develop imagination, vocabulary and early writing skills through rich storytelling linked to our themes of growth, minibests, journeys and the outdoors. Children create increasingly detailed and purposeful drawings, use new topic-specific vocabulary, invent and describe characters, and retell familiar stories with growing confidence. They use their drawings to orally rehearse sentences before writing, begin to sequence ideas, and experiment with adding detail or changes to their stories. Through this process, children become more confident communicators who can explain their ideas, talk about their choices and use drawing as a meaningful bridge into early writing.

Drawing Club Texts or our summer 1 term:

Superworm – written by Julia Donaldson (illustrated by Axel Scheffler)

The Bog Baby – written by Jeanne Willis (illustrated by Gwen Millward)

A Midsummer Night's Dream (EYFS retelling)

Tad – Benji Davies	
Phonics	
<p>As phonics superstars we will be using our communication and curiosity superpowers to... Revisit and secure all our Phase 3 sounds and tricky words so we can read and spell with growing confidence using them independently in reading and writing Spot digraphs and tricky sounds even quicker, without needing reminders Use picture clues alongside phonics, not instead of them, when reading unfamiliar words in our phonics books Blend and segment longer words with adjacent consonants such as <i>frog, swim, clap</i> and <i>stamp</i> Read longer words and short sentences with growing fluency, using smooth blending rather than sounding out each letter separately Begin to read words with endings like <i>-s, -ing</i> or <i>-ed</i>, using our phonics to help us Spot and read tricky words quickly so they don't slow us down Build stamina by reading slightly longer books with more pages and more text Start to read with expression matching tone to punctuation or meaning especially during stories and topic-linked reading (life cycles, growing plants, bees, summer animals) Begin to check our reading makes sense by re-reading a sentence if we get stuck Build confidence in hearing sounds in words, saying them aloud and writing them in the correct order. Have a go at spelling words with digraphs and endings using phonics before asking for help in our independent writing Use our phonics skills to write labels, captions and simple sentences linked to our summer topics of growth, minibeast, journeys and the outdoors Enjoy fast-paced, playful Power Phonics sessions that help us feel proud of ourselves as readers and writers</p>	
Understanding the World	Expressive Arts and Design
<p>Past & Present:</p> <p>As world understanders, with our Curiosity, Communication, Responsibility and Respect superpowers, we will: Describe how our environment is changing as Spring turns into summer, explaining changes talking about longer days, warmer weather, more insects and new plants growing Explore simple life cycles such as plants, butterflies and frogs, and talk about how living things grow and change over time Use simple timelines (before / now / next) to help us understand real events such as May Day, World Bee Day and World Environment Day, talking about what happens <i>before, now and next</i> Compare special events in our lives (birthdays, visits, celebrations) and compare them with our friends' experiences explaining the similarities and differences Recall facts and stories about celebrations happening now and, in the past, such as the Coronation or May Day traditions, noticing what has stayed the same or changed Begin to understand and explain that some celebrations and traditions happen every year and have been enjoyed for a long time</p> <p>People, Culture & Communities:</p> <p>As respectful, curious community explorers, we will use our Respect, Collaboration and Curiosity superpowers to... Compare how people live, work and play in different places around the world, noticing and explaining similarities and differences in how communities mark Spring and Summer Learn about outdoor and nature-linked celebrations such as May Day dances, Dragon Boat traditions, and World Environment Day activities</p>	<p>Creating with Materials:</p> <p>As imaginative creators we will be using our creativity and exploration superpowers to... Experiment confidently with a range of materials inspired by our summer themes – natural objects, collage, paint, clay, construction and mixed media Choose and use artistic techniques such as printing, rubbing, mark-making, textured painting, weaving, and simple sculpture to achieve a desired effect Explore colour mixing by selecting colours deliberately to create summer shades linked to plants, minibeast and outdoor scenes (sunshine yellows, leaf greens, sky blues) Use tools with growing accuracy and control – scissors, rollers, brushes, glue sticks, tape, split pins and string – choosing the best tool for each job Choose and use joining techniques more confidently by selecting the most suitable method (glue, tape, split pins, string) that works best Notice and copy and create patterns inspired by nature – leaf shapes, flower petals, bee stripes, shell spirals, bark textures Design, build and adapt models using a variety of tools and techniques, showing increasing independence and control Create purposeful designs such as minibeast homes, garden models, flower collages, festival decorations, journey maps or summer story settings Talk confidently about our artwork, explaining the process, choices and techniques we tried and what we like about our finished piece Collaborate with our friends to create shared artwork, negotiating ideas and roles</p> <p>Being Imaginative & Expressive:</p> <p>As artists, designers, musicians and performers, we will be using our creative superpower to... Create imaginative storylines linked to growing, summer adventures, insects, gardens and outdoor play</p>

Use simple maps, photos and globes to find places connected to our learning, such as China for the Dragon Boat Festival.

Talk about places we have visited outdoors (parks, farms, gardens) and places we would like to explore during the Summer

Use positional and directional language (over, under, behind, next to) to describe routes and journeys in our outdoor learning

Show care and respect for our school environment and the living things within it, linking to our "Green Fingers" and life-cycle learning explaining why this is important

The Natural World:

As curious nature explorers, using our Responsibility and Curiosity superpowers, we will...

Describe and explain seasonal changes as Spring turns into Summer, including changes in weather, daylight and nature

Watch and listen for seasonal signs – bees buzzing, birds singing for Dawn Chorus Day, new flowers opening, and changes in the sky and weather

Explain simple life cycles, such as caterpillars to butterflies, frogs, bees and plants, and talk about what these living things need to grow

Learn about plants and growth, observing seeds, roots, stems and flowers as we care for living things

Care for our own seedlings and plants, observing and describing leaves, roots, stems and flowers as they change in warmer weather

Explore minibeasts and their habitats, using magnifying tools to look closely, compare features and talk about where different creatures like to live

Investigate natural materials outdoors and describe their properties – soil, sand, water, rocks and leaves – noticing how they look, feel and change when we explore them

Describe materials we find outdoors (wood, soil, stone, water) and talk about their properties

Carry out simple science investigations, such as how plants drink water, how shadows change, or how insects move in the sunshine

Explain how we can help protect our environment for World Environment Day, including looking after our garden, watering plants, and caring for insects

Continue to explore natural materials creatively through Nature Makers, using sticks, petals, leaves and stones to create Summer-inspired artwork.

Use scientific vocabulary to describe, compare and explain what we observe in nature

Invent our own characters, settings and events using Drawing Club ideas, props, costumes, puppets and natural materials

Use props, puppets and small-world toys to act out stories about planting, life cycles and summer celebrations

Collaborate with friends to make stories, performances or dances linked to our summer topics

Explore music through Kapow activities, experimenting with rhythm, tempo and simple percussion to represent minibeasts, weather or movement

Copy and create rhythms and patterns using tapping, shaking and natural instruments (stones, sticks, seed pods).

Copy and create rhythmic patterns inspired by nature – bees buzzing, birds singing, waves crashing

Move expressively to different kinds of sounds, emotions and ideas, showing fast, slow, gentle or energetic movements inspired by Summer.

Move to music in ways that show how sound can represent feelings, actions or creatures

Sing a wider range of songs confidently, remembering words and actions and learn new ones linked to our summer topics, including summer songs, festival songs and action songs

Perform songs, dances or short routines for our friends with showing confidence and expression