


Reception Planning – Starry Night Term: Summer 1 2025

| | PSED | Physical D | Com & Lang | Literacy | Mathematics | Und the World | Ex Arts & Design |
|--------|---|---|---|---|---|---|--|
| Week 1 | <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG.</p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. ELG.</p> | <p>Chooses to move in a range of ways, moving freely with confidence, making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, jumping, skipping, sliding and hopping. Range 6</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Range 6</p> | <p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ELG</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ELG</p> <p>Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG</p> | <p>Gives meaning to the marks they make as they draw, write, paint. Range 6</p> <p>Engages with books at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. Range 6</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG.</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction. Range 6</p> <p>Use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6</p> | <p>Verbally count beyond 20, recognising the pattern of the counting system. ELG.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. ELG.</p> <p>Enjoys reciting numbers from 0 to 10 and back from 10 to 0. Range 6</p> <p>Increasingly confident at putting numerals in order 0 to 10 (ordinality) Range 6</p> <p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> | <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG.</p> | <p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6</p> <p>Chooses particular colours and materials for their own imaginative purposes. Range 6</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Range 6</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Range 6</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG.</p> <p>Share their creations, explaining the process they have used. ELG.</p> |
| Week 2 | <p>Talks about their own and others' feelings and behaviour and its consequences. Range 6</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Range 6</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG</p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. ELG.</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others. ELG</p> <p>Demonstrate strength, balance and coordination when playing. ELG.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG.</p> | <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p> <p>Link statements and sticks to a main theme or intention. Range 6</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG</p> | <p>Write recognisable letters, most of which are correctly formed. ELG.</p> | <p>Verbally count beyond 20, recognising the pattern of the counting system. ELG.</p> <p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>Subitise (recognise quantities without counting) up to 5. ELG.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, doubles facts and how quantities can be distributed equally. ELG.</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number. Range 6</p> | <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG.</p> |
| Week 3 | <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Range 6</p> <p>Understands their own and other people's feelings, offering empathy and comfort. Range 6</p> <p>Show an understanding of their own feelings and those of others. ELG</p> | <p>Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. ELG.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. ELG.</p> <p>Begin to show accuracy and care when drawing. ELG.</p> | <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p> <p>Listens attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ELG</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from rhymes and poems when appropriate. ELG</p> | <p>Uses their developing phonic knowledge to write things such as labels and captions. Range 6</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG.</p> <p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Range 6</p> <p>Read words consistent with their phonic knowledge by sound-blending. ELG.</p> | <p>Have a deep understanding of number to 10, including the composition of each number. ELG.</p> <p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including numerals, tallies and + or -. Range 6</p> | <p>Looks closely at similarities, differences, patterns and change in nature. Range 6</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies. Range 6</p> <p>Able to use the internet with adult supervision to find and retrieve information of interest to them. Range 6</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. ELG.</p> | <p>Plays cooperatively as a part of a group to create, develop and act out an imaginary idea or narrative. Range 6</p> <p>Expresses and communicates working theories, feeling and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG.</p> |

| | | | | | | | |
|---|---|---|--|--|---|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 4</p> | <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. Range 6</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ELG</p> <p>Work and play cooperatively and take turns with others. ELG.</p> | <p>*Throughout the Term</p>  | <p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ELG</p> <p>Use and understand recently introduced vocabulary during discussions about rhymes and poems. ELG</p> | <p>Begins to develop phonological awareness-continues a rhyming string and identifies alliteration. Range 6</p> <p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6</p> <p>Write simple phrases and sentences that can be read by others. ELG</p> <p>Write recognisable letters, most of which are correctly formed. ELG.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG.</p> <p>Read words consistent with their phonic knowledge by sound-blending. ELG.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. ELG.</p> | <p>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Range 6</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. Range 6</p> <p>Uses informal language and analogies as well as mathematical terms to describe shapes. Range 6</p> <p>Have a deep understanding of number to 10, including the composition of each number. ELG.</p> <p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> | <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG.</p> <p>An use the internet with adult supervision to find and retrieve information of interest to them. Range 6</p> <p>Can create content such as draw a picture on screen. Range 6</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes. Range 6</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things. Range 6</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG.</p> | <p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6</p> <p>Share their creations, explaining the process they have used. ELG.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 5</p> | <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. Range 6</p> <p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Range 6</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ELG</p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. ELG.</p> | | <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ELG</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making uses of conjunctions, with modelling and support from their teacher. ELG.</p> | <p>Begins to develop phonological awareness-continues a rhyming string and identifies alliteration. Range 6</p> <p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. ELG.</p> <p>Write simple phrases and sentences that can be read by others. ELG</p> <p>Write recognisable letters, most of which are correctly formed. ELG.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG.</p> | <p>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Range 6</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. Range 6</p> <p>Uses informal language and analogies as well as mathematical terms to describe shapes. Range 6</p> <p>Uses number names and symbols when comparing numbers, showing interest in large numbers. Range 6</p> <p>Estimates of numbers of things, showing understanding of relative size. Range 6</p> <p>Increasingly confident at putting numerals in order to 10. Range 6</p> | <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG.</p> | <p>Plays cooperatively as a part of a group to create, develop and act out an imaginary idea or narrative. Range 6</p> <p>Expresses and communicates working theories, feeling and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Uses combinations of artforms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. Range 6</p> <p>Perform songs, rhymes, poems with others, and when appropriate -try to move in time with music. ELG</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. ELG</p> <p>Share their creations, explaining the process they have used. ELG.</p> |

Reception Planning – Starry Night Term: Summer 1 2025

| | Events | PSED | Physical D | Com & Lang | Literacy | Phonics | Mathematics | Und the World | Ex Arts & Design |
|--------|---|---|--|--|--|--|---|---|---|
| Week 1 | | <p>Whole Class discussion</p> <p>Easter Half term experiences.</p> <p>Can the children share what personal experiences they have been having with their family and friends over half term?</p> <p>Any Easter celebrations? Trips? Holidays? Days out?</p> | <p>PE- Dance Unit 1 Get Set 4 PE -Throughout the Summer 1 Term-Lesson 1</p> <p>Theme: head, shoulders, knees and toes To explore different body parts and how they move.</p> <p>Small group pencil control groups.</p> <p>Plenty of opportunities to handle different tools, e.g. paintbrushes, pencils... both inside and outside.</p> | <p>Introduce the main story for this Term:</p> <p>How to Catch A Star by Oliver Jeffers</p> <p>Share and read the story to the children.</p> <p>What are their initial thoughts? Can the children discuss any personal experiences from finding 'treasures' from a beach?</p> <p>How did they retrieve them, did they need help from adults? Was it hard to find/collect them?</p> | <p>Guided reading T, W,TH</p> <p>throughout the Term x3 Guided reading – Throughout the Term - Understands who; why; when; where and how questions.</p> <p>Book tasks: Baseline-*Name writing-First name and surname for the more able. Draw and label ideas 'The Boy' has to try and 'Catch a Star'-First x3 ideas</p> | <p>Phase 4 Little Wandle Short vowels CVCC</p> <p>Tricky words: said, so, have, like</p> | <p>White Rose-To 20 and beyond -Build numbers beyond 10 (10-13) -Continue patterns beyond 10 (10-13) -Build numbers beyond 10 (14-20) NCETM Mastering Number –Counting, ordinality and cardinality Counting-larger sets and things that cannot be</p> | <p>People & Communities RE – Where do we belong? What makes us feel special? What makes Christians feel special to God?</p> |  <p>How To Catch A Star Name and Number Rockets</p> <p>Name Rockets - Make for large creative display area</p> <p>Number Rockets- Make for large creative display area</p> |
| Week 2 | <p>Kindness Curriculum May – Collaboration</p> | <p>Kindness Curriculum May–Collaboration</p> <p>The Washing-Up Liquid Ignited by Jay Hulme</p> <p>Join forces and collaborate in reciting this poem together. This poem also reinforces the theme from the story we have been learning about as well. Teacher to read first part of each line and children to complete phrase/end word.</p> | <p>PE– Lesson 2</p> <p>Theme: head, shoulders, knees and toes To explore different body parts and how they move and remember and repeat actions.</p> <p>Small group work-letter formation and pencil control.</p> <p>Plenty of opportunities to handle different tools, e.g. paintbrushes, pencils... both inside and outside.</p> | <p>How to Catch A Star by Oliver Jeffers</p> <p>Whole class discussion and recap on the main points from the story:</p> <p>Who-are the characters featured? What-happens-beg/mid/end Where-what settings are used throughout the story? When-times of day-how do we know? Why-did he want one? How-did he try to catch one?</p> | <p>Book tasks: Baseline-*Name writing-First name and surname for the more able.</p> <p>Draw and label ideas 'The Boy' has to try and 'Catch a Star'-Next x3 ideas</p> | <p>Phase 4 Little Wandle Short vowels CVCC CCVC</p> <p>Tricky words: Some, come, love, do</p> | <p>White Rose-To 20 and beyond -Build numbers beyond 10 (14-20) -Continue patterns beyond 10 (14-20) -Verbal counting beyond 20 -Verbal counting patterns NCETM Mastering Number – Subitising Subitising to 6, including in structured arrangements</p> | <p>People & Communities RE – Where do we belong? How do Christians know that children are special to God?</p> | <p>*Can be encouraged for different materials/ideas? 2D/3D outcomes?</p> |
| Week 3 | <p>EYFS Pirate themed WOW Day Thursday 8th May</p> <p>Deaf Awareness Week</p> | <p>Deaf Awareness Week: Discuss people born with hearing difficulties or profoundly deaf. They use sign and or spoken language to communicate. Share 'Talking to your deaf friend' document with the class to increase their deaf awareness. Explore the 'Finger spelling' document. Can they learn to finger spell their name?</p> | <p>PE– Lesson 3</p> <p>Theme: transports To express and communicate ideas through movement exploring directions and levels.</p> <p>Small group work-letter formation and pencil control.</p> <p>Ball games during outdoor provision – focusing on pushing, patting, throwing, catching and kicking.</p> | <p>Poetry: Night Songs by Sue Hardy-Dawson</p> <p>Share and read the poem with the children.</p> <p>Which animal description do they like the best and why?</p> <p>*Use photos and factual info from websites and books for animals.</p> | <p>Book tasks: Nocturnal animal -description words or factual information. Choose one animal featured in the poem are: Owl/Bat/Moth Badger Hedgehog/Fox</p> | <p>Phase 4 Little Wandle</p> <p>Short vowels CCVCC CCCVC CCCVC Longer words</p> <p>Tricky words: Were, here, little, says</p> | <p>White Rose- How many now? -Add more -How many did I add? -Take away -How many did I take away? NCETM Mastering Number – Composition Composition-'5 and a bit'</p> | <p>EYFS Pirate Wow Day-TRUST EVENT Thursday 8th May</p> <p>A creative and sensory day focused on physical gross and fine motor skills.</p> <p>Pirate ship themed physical action game-chant commands-e.g. 'Scrub the deck', 'Hoist the sails', 'Captain's coming'. Pirate themed parachute games</p> <p>Water-play activities -boats/water dance activities with materials/ribbons -Pirate bandanas/costumes</p> <p>Creative treasure map design with landmarks/treasure threading bracelets/Treasure hunt following and giving directions Collaborative decorative Parrot Pirate picnic-food making activities-wraps/fruit & marshmallow skewers</p> |  |

| | | | | | | | | |
|--------|--|---|--|--|---|---|--|---|
| Week 4 | <p>Rhyming web circle games</p> <p>Taking inspiration from some of the animals featured in our focus poem 'Night Songs' generate rhyming words with 'bat' and 'fox' and 'owl' and 'moth'. Point out some will be easier than others. Use a ball of string to create a web as the ideas are gathered around and across the circle.</p> | <p>PE– Lesson 4 Theme: transport To create movements and adapt and perform simple dance patterns.</p> <p>Small group work-letter formation and pencil control.</p> <p>Ball games during outdoor provision – focusing on pushing, patting, throwing, catching and kicking.</p> | <p>Poetry: Night Songs by Sue Hardy-Dawson</p> <p>Share the poem again.</p> <p>Focus on the descriptive language used for the different nocturnal animals and their trade mark features and behaviours.</p> <p>Make a mind map of all words to see together.</p> | <p>Book tasks: Poem Nocturnal animal</p> <p>Each child to choose the animal they focused on last week and try to write a couple of lines or a short poem about it.</p> <p>Use some of the words they picked last week and put into the poem/rhyme.</p> <p>Can they use a rhyming element?</p> <p>*Some children will make rhyming lists for 'bat' and 'fox'.</p> | <p>Phase 4 Little Wandle</p> <p>Longer words, compound words</p> <p>Tricky words: there, when, what, one</p> | <p>White Rose- Manipulate, compose and decompose -Select shapes for a purpose -Rotate shapes -Manipulate shapes -Explain shape arrangements</p> <p>NCETM Mastering Number – Composition Composition-of 10</p> | <p>People & Communities RE – Where do we belong? What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to?</p> <p>RE – Where do we belong? How do we show people they are welcome? How are babies welcomed into the Christian family?</p> <p>Nocturnal animal research *Use photos and factual info from websites and books for animals. Nocturnal Animals Science for Kids</p> | <p>Creative Computing – Drawing a nocturnal animal and writing a name and maybe a few labels about what it is on the screen.</p> |
| Week 5 | <p>I am a star because... Children to take it in turns to reflect on themselves positively. Describing their competencies, what they can do well, or getting better at etc.</p> <p>Can they use the sentence opener "I am a star because..."</p> | <p>PE – Lesson 5 Theme: morning routine To copy and repeat actions showing confidence and imagination.</p> <p>Small group work-letter formation and pencil control.</p> <p>Set up obstacle courses outside focusing on different ways of moving – running, jumping, hopping, skipping, climbing.</p> | <p>Poetry: Bedtime Rhymes by Celia Warren</p> <p>Read and share the poem to the children for the first time while they all lay down with their eyes closed. What do the children think? Could they visualise themselves getting ready for bed? What do they do as part of their bedtime routine?</p> <p>Song for Exploding Stars by Cecilia Knapp</p> <p>Read and share with the children. What do they think the poem is about, encourage the children to share their feelings?</p> <p>*Can the children think of a time when someone has said to them "You are a star"? Ask them to reflect and think about why they were told that? Share.</p> | <p>Book tasks: Poem</p> <p>Using inspiration from the poems can the children complete a starting line with their own ideas?</p> <p>Bedtime Rhymes Before I go to bed</p> <p>I.....? (Rhyme with bed)</p> <p>Song for Exploding Stars</p> <p>You are an exploding star. Sparks into dark blue.</p> <p>You are/a/an/the.....? (Rhyme with blue)</p> | <p>Little Wandle Phase 4</p> <p>Root words ending in: -ing, -ed, /t/, -ed, /id/ /ed/ -est.</p> <p>Tricky words: Out, today</p> | <p>White Rose- Manipulate, compose and decompose -Compose shapes -Decompose shapes -Copy 2D shape pictures -Find 2D shapes within 3D shapes</p> <p>NCETM Mastering Number – Comparison Comparison-linked to ordinality Play track games</p> | <p>People & Communities RE – Where do we belong? How is a baby welcomed into the Muslim religion?</p> <p>RE – Where do we belong? How do Hindu brothers and sisters show their love for each other at a festival?</p> | <p>'Star' themed Group drama/singing</p> <p>*Ask the children to split into groups-unassisted first and then intervene to make more fair if necessary.</p> <p>*Encourage the children to express and communicate creating as a group a piece to showcase to the rest of the class about a 'star'.</p> <p>*They can use different art forms including movement, dance, drama, music and visual arts.</p> <p>*Can they play cooperatively as part of a group to create and develop imaginary ideas linked to the 'star' theme?</p> |

