



Week:	PSED- Jigsaw:	Literacy:	Maths:	Topic:	Topic 2:
<p>Week 1: 14.04.26</p> <p>Start back at school on Tues 14<sup>th</sup> April</p>	<p><b>Relationships (1)</b> Weekly Celebration: Know how to make friends (My Family and Mel)</p> <p><u>Intent:</u> I can identify some of the jobs I do in my family and how I feel like I belong <b>1 Session - Fri</b></p> <p><b>Character Education:</b> <b>New value:</b> <b>Teamwork</b></p> <p><b>Zones of Regulation:</b> 27. (1) Exploring Tools for Calming: Revisiting the Self Regulation Station</p>	<p><b>Literacy Unit:</b> Fiction: Jack and the Beanstalk <u>Intent:</u> Learn new vocabulary. Learn sentence structure and model key features: capital letters, finger spaces and full stops. Write words containing these new digraphs / trigraphs. Write high frequency words. Orally compose and construct your own sentence. <b>2 Sessions - Tues &amp; Wed</b></p> <p><b>Phonics:</b> Summer 1 Week 1 Short Vowels CVCC <b>5 Sessions</b> <u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these new digraphs / trigraphs. Write words containing these new digraphs / trigraphs. Write high frequency words.</p> <p><b>Shared Reading:</b> Where the Wild Things Are by Maurice Sendak / The Smartest Giant in Town by</p>	<p><b>Maths: Explore 3D Shapes</b></p> <p>Step 1: Recognise and Name 3D Shapes</p> <p>Step 2: Find 2D Shapes within 3D Shapes</p> <p>Step 3: Use 3D Shapes for Tasks</p> <p>Step 4: 3D Shapes in the environment</p> <p><u>Intent:</u> Develop knowledge and understanding of shape properties and what distinguishes shapes from one another. Compare and identify shapes within different locations and use their properties effectively for building, designing or making. Focus on problem solving ability when reasoning. <b>3 Sessions Tues, Weds, Thurs</b></p> <p>Tuesday - Review Unit 11 - odd and evens from before half term break.</p>	<p><b>Geography Enquiry: The UK</b> (1) What is our planet like? <u>Intent:</u> Know that they live on a planet called Earth. Know that most of Earth is water. Know that there are lots of different countries on the Earth. Know that together these countries are called the world. <b>Thursday</b></p> <p><b>Art: Newspaper Heads 3 Dimensional</b> <u>Intent:</u> Begin to create designs, building on previous knowledge of self-portraits-subject to focus on children's interests. Focus on mark making with graphite / black pens and reflecting again on the colour wheel to plan colours. Paint using dip, tap, dab technique. <b>CHOOSING LED</b></p> <p><b>Science - Living Things and their Habitats (Plants and Growth)</b> Session: Plant seeds and watch them grow over the half term. <u>Intent:</u></p>	<p><b>RE - Discovery Question: What can we learn from stories?</b> Religion: Christianity, Hinduism, Islam, Sikhism Concept: Stories (1) The Boy Who Cried Wolf <u>Intent:</u></p> <ul style="list-style-type: none"> <li>○ Understand the value of honesty and the impact and consequences of truth and lies.</li> <li>○ Reflect on experiences linked to honesty and identify positive choices that could be made.</li> </ul> <p><b>STORY LED - END OF DAY Session-</b> Read the book and discuss the main events during shared reading at the end of the day. Link to Value of Honesty from Spring 2.</p> <p><b>PE - PEPE</b> <b>Session 1: Building Our Time Machine</b> <b>FRIDAY</b></p>

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		<p>Julia Donaldson / Jack and the Beanstalk - traditional tale</p> <p><b>Sign Language Focus:</b> Storytelling: fairy, dragon, castle, giant, magic, egg</p>		<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things. <b>CHOOSING LED</b></li> </ul>	
<p>Week 2: 20.04.26</p>	<p><b>Relationships (2)</b> Weekly Celebration: Try to solve friendship problems when they occur (Make friends, Make friends, never ever break friends! Part 1)</p> <p><b>1 Session Friday</b></p> <p><u>Intent:</u> I know how to make friends to stop myself from feeling lonely.</p> <p><b>Zones of Regulation:</b></p> <p>28. (2) Exploring Tools for Calming: How Can Breathing be an effective 'self-help' strategy?</p>	<p><b>Literacy Unit:</b> Fiction: Jack and the Jelly Beanstalk <u>Intent:</u> Learn new vocabulary. Learn sentence structure and model key features: capital letters, finger spaces and full stops. Write words containing these new digraphs / trigraphs. Write high frequency words. Orally compose and construct your own sentence. <b>3 Sessions Mon, Tues and Weds</b></p> <p><b>Phonics: Summer 1 Week 2</b> Short Vowels CVCC CCVC <b>5 Sessions</b> <u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these new digraphs / trigraphs. Write words containing</p>	<p><b>Maths: Explore 3D Shapes</b></p> <p>Step 5: Identify More Complex Patterns</p> <p>Step 6: Copy and Continue Patterns</p> <p>Step 7: Patterns in the Environment</p> <p><u>Intent:</u> Develop pattern knowledge and oracy when speaking. Focus on problem solving ability when reasoning. <b>3 Sessions, Tues, Weds, Thurs</b></p> <p><b>Computing 1 Session - Monday</b></p> <p>E-Safety: <u>Intent:</u> I can recognise some ways in</p>	<p><b>Geography: The UK</b> (2) Whereabouts in the UK do we live? <u>Intent:</u> Know that they live in a country called the United Kingdom. Locate the United Kingdom on a map of the world, an atlas and a globe. <u>Session:</u> Discuss upcoming school trip next week, identifying where it is we are going and how we will get there. <b>THRUS TOPIC LED</b></p> <p><b>Science - Animals- Life-Cycles) Hatching Chicks</b> Explore the life cycles of chicks as they grow and change.</p> <p>Session: Understand and explain how these living creatures change and develop</p>	<p><b>RE - Discovery Question:</b> What can we learn from stories? Religion: Christianity, Hinduism, Islam, Sikhism Concept: Stories (2) The Crocodile and the Priest <u>Intent:</u></p> <ul style="list-style-type: none"> <li>○ Understand what the term 'equal' means and what 'opportunities' are.</li> <li>○ Know that there is another Religion called Sikhism.</li> <li>○ Understand that a key belief in Sikhism is that no-one should think that they are better than others; everyone is special and important.</li> </ul> <p><b>STORY LED - END OF DAY</b> <u>Session:</u> Link into Jigsaw - no one is better than anyone else- we should 'make friends,</p>

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		<p>these new digraphs / trigraphs. Write high frequency words.</p> <p><b>Sign Language Focus:</b> Plants: seed, flower, grow, root, fruit, earth, plant, tree</p> <p><b>Shared Reading:</b> Jasper's Beanstalk by Nick Butterworth and Mike Inkpen / Jack and the Beanstalk / The Giant of Jun by Elli Wollard</p>	<p>which the internet can be used to communicate.</p> <p><b>Art: Newspaper Heads 3 Dimensional</b> <u>Intent:</u> Build on 2D design, using cutting and joining techniques to turn into a 3D model. Focus on use of a stapler to join and attach newspaper together. <b>CHOOSING LED</b></p>	<p>over time. Make observations of what they can see.</p>	<p>not break friends'. Share the adapted story and make links. Encourage children to ask questions.</p> <p><b>PE - PEPE</b> <b>Session 2: Dinosaurs</b> <b>FRIDAY</b></p>
<p>Week 3: 27.04.26</p> <p><b>SCHOOL TRIP</b> Thursday 30<sup>th</sup> April Bewilderwood</p>	<p><b>Relationships (3)</b> Weekly Celebration: Help others to feel part of a group (Make friends, Make friends, never ever break friends! Part 2) <b>1 Session Friday</b></p> <p><u>Intent:</u> I can think of ways to solve problems and stay friends.</p> <p><b>Zones of Regulation:</b> 29. (3) Exploring Tools: Thinking Strategies (Part A)</p>	<p><b>SCHOOL TRIP (Thursday 30<sup>th</sup> April) Bewilderwood</b> <b>Literacy Unit:</b> Non-Fiction: CI Recount &amp; School Trip Recount <b>During the week - Recounts linked to experiences, such as Easter Chicks &amp; Choosing Provision</b> <b>Friday - School Trip Recount</b> <u>Intent:</u> Learn new vocabulary for a recount of the journey. Learn sentence structure and model key features: capital letters, finger spaces and full stops. Write words</p>	<p><b>Maths: To 20 and Beyond</b></p> <p>Step 1: Build Numbers Beyond 10 (10-13)</p> <p>Step 2: Continue Patterns Beyond 10 (10-13)</p> <p>Step 3: Build Numbers Beyond 10 (14-20)</p> <p><u>Intent:</u> Develop deeper understanding of how to order numbers beyond 10, recognising counting patterns. Understand early place value and composition when</p>	<p><b>Geography: The UK</b> (2) Whereabouts in the UK do we live? <u>Intent:</u> Know that they live in a country called the United Kingdom. Locate the United Kingdom on a map of the world, an atlas and a globe. Recognise a map of the United Kingdom in a simple atlas. Create their own maps, marking key landmarks. <b>School Trip Prep / CHOOSING LED</b></p> <p><u>Session:</u> Make links to our school trip, exploring maps of</p>	<p><b>RE - Discovery Question: What can we learn from stories?</b> Religion: Christianity, Hinduism, Islam, Sikhism Concept: Stories (4) The Gold Giving Serpent <u>Intent:</u></p> <ul style="list-style-type: none"> <li>○ Understand that there can be a 'moral' within a story.</li> <li>○ Know that there are other religions that have value systems.</li> <li>○ Understand the morals around greed and being grateful.</li> </ul> <p><u>Session:</u> Share the story from the Discovery RE planning. Make links to what 'morals' are</p>

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		<p>containing these new digraphs / trigraphs. Write high frequency words.</p> <p><b>Phonics: Summer 1 Week 3</b> Short Vowels CCVCC CCCVC CCCVCC and longer words <b>5 Sessions</b> <u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these new digraphs / trigraphs. Write words containing these new digraphs / trigraphs. Write high frequency words.</p> <p><b>Shared Reading:</b> Nature Trail by Benjamin Zephaniah / Superworm by Julia Donaldson / Nature's Tiny Miracle Bee by Britta Teckentrup</p>	<p>exploring numbers beyond 10.</p> <p><b>3 Sessions Mon, Tues, Weds</b></p> <p><b>Science - Living Things and their Habitats (Plants and Growth)</b> <u>Session:</u> Explore different types of plants, comparing and contrasting species and key features. <u>Intent:</u></p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Look at changes in plants and observe how they are changing and growing.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things. <b>CHOOSING LED</b></li> </ul>	<p>the environment around Bewilderwood and county maps of Norfolk.</p> <p><b>Science - Living Things and their Habitats (Plants and Growth) SCHOOL VISIT</b> <u>Session:</u> Explore the natural world by visiting another location. Engage in storytelling and drama linked to stories within that habitat. <u>Intent:</u></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>TRIP DAY- Thursday</b></p>	<p>within stories and what we can take from this. Make links to respect and school values. <b>STORY LED - END OF DAY</b></p> <p><b>PE - PEPE</b> <b>Session 3: Cavemen</b> <b>FRIDAY</b></p> <p><b>Science - Living Things - Plants and Growth)</b> <b>Rainbow Celery!</b> Explore how water travels through celery! <u>Session:</u> Explore how water can travel through the stem of a plant. <u>Intent:</u></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Understand how plants grow and what resources they need to thrive.</li> <li>• Make observations about their own plants and what they need to grow.</li> </ul>
<p>Week 4: 04.05.26</p> <p><b>Bank Holiday</b> <b>04.05.26</b></p>	<p><b>Relationships (4)</b> Weekly Celebration: Show respect in how they treat others (Falling Out and Bullying Part 1) <b>1 Session Friday</b></p>	<p><b>Literacy Unit:</b> Non-Fiction Report: Meet The Weather <u>Intent:</u> Learn about the key different types of weather and make links about how they impact on</p>	<p><b>Maths: To 20 and Beyond</b></p> <p>Step 4: Continue Patterns Beyond 10 (14-20)</p> <p>Step 5: Verbal Counting Beyond 20</p>	<p><b>Explore possibility of hatching butterflies</b> <b>Science - Living Things and their Habitats (Plants and Growth)</b> <u>Session:</u> Explore different types of minibeasts and how they live and develop.</p>	<p><b>RE - Discovery Question: What can we learn from stories?</b> Religion: Christianity, Hinduism, Islam, Sikhism Concept: Stories (5) Best Friends <u>Intent:</u></p>

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	<p><u>Intent:</u> I am starting to understand the impact of unkind words.</p> <p><b>Zones of Regulation:</b></p> <p>30. (4) Exploring Tools: Thinking Strategies (Part B)</p>	<p>plants and the natural world/environment. Learn new vocabulary. Learn sentence structure and model key features: capital letters, finger spaces and full stops. Write words containing these new digraphs / trigraphs. Write high frequency words.</p> <p><b>2 Sessions - Tues, Weds</b></p> <p><b>Phonics: Summer 1 Week 4</b> Longer Words &amp; Compound Words <b>5 Sessions</b></p> <p><u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these new digraphs / trigraphs. Write words containing these new digraphs / trigraphs. Write high frequency words.</p> <p><b>Shared Reading:</b> My First Book of Garden Wildlife by Mike Unwin / My First Book of Garden Bugs by Mike Unwin / Usborne Beginners: Tadpoles and Frogs by Anna Milbourne / Mad About Minibeasts by Giles Andrea</p>	<p>Step 6: Verbal Counting Patterns <b>3 Sessions - Tues, Weds, Thurs</b></p> <p><u>Intent:</u> Develop deeper understanding of how to order numbers beyond 10, recognising counting patterns. Understand early place value and composition when exploring numbers beyond 10.</p>	<p><u>Intent:</u></p> <ul style="list-style-type: none"> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p><b>1 Session</b></p> <p><b>Computing:</b> Creating media - Digital Photos / Videos 2</p> <p>Using IPAD's, collect some information using a simple camera application for a given purpose. <b>CHOOSING LED</b></p> <p>Links to Geography and Science- photos of minibeasts, butterflies- the natural environment.</p>	<ul style="list-style-type: none"> <li>○ Understand that there can be a 'moral' within a story.</li> <li>○ Know that there are other religions that have value systems.</li> <li>○ Reflect on friendships and relationships and different scenarios.</li> </ul> <p><u>Session:</u> Pick an appropriate book to read from the Discovery RE planning. Share and make links to Jigsaw. <b>STORY LED - END OF DAY</b></p> <p><b>PE - PEPE</b> <b>Session 4: The Egyptians</b> <b>FRIDAY</b></p> <p><b>Beekeeper Visit?</b> <b>Science: (Animals)</b> <b>Minibeasts: Beekeeper</b></p> <p><u>Intent:</u> Experience a visit from our local Beekeeper, learning about the life cycle and behaviours of bees around plants and the role of a beekeeper within our local area.</p>
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<p>Week 5: 11.05.26</p>	<p><b>Relationships (5)</b> Weekly Celebration: Know how to help themselves and others when they feel upset and hurt (Falling Out and Bullying Part 2) <b>1 Session Friday</b></p> <p><u>Intent:</u> I can use Calm Me time to manage me feelings.</p> <p><b>Zones of Regulation:</b> 31. (5) The Toolbox: What tool is most effective for me?</p>	<p><b>Literacy Unit:</b> Non-Fiction Report: Meet The Weather <u>Intent:</u> Learn about the key different types of weather and make links about how they impact on plants and the natural world/environment. Learn new vocabulary. Learn sentence structure and model key features: capital letters, finger spaces and full stops. Write words containing these new digraphs / trigraphs. Write high frequency words. <b>3 Sessions - Mon, Tues, Weds</b></p> <p><b>Phonics:</b> Summer 1 Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est <b>5 Sessions</b> <u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these new digraphs / trigraphs. Write words containing these new digraphs / trigraphs. Write high frequency words.</p> <p><b>Shared Reading:</b> My First Book of Garden Wildlife by</p>	<p><b>Maths: How Many Now?</b> Step 1: Add More Step 2: How Many Did I Add? Step 3: Take Away Step 4: How Many Did I Take Away?</p> <p><u>Intent:</u> Develop skills of early addition and subtraction within single digit numbers. Build on ability to problem solve, by selecting and using strategies to support with tackling missing numbers or 'prove it' challenges.</p> <p><b>4 Sessions - Mon, Tues, Weds, Thurs</b></p>	<p><b>Beekeeper Visit?</b> <b>Science - Living Things and their Habitats (Plants and Growth)</b> Session: Explore the life cycle of a butterfly. <u>Intent:</u> • Understand the key features of the life cycle of a plant and an animal (butterfly). • Begin to understand the need to respect and care for the natural environment and all living things. <b>CHOOSING LED</b></p> <p><b>Geography: The UK</b> (3) Where can I find Old Buckenham (and the surrounding area) on the school map? <u>Intent:</u> Know that they live in a country called the United Kingdom. Locate the United Kingdom on a map of the world, an atlas and a globe. Recognise a map of our local area and identify key symbols and map features. Navigate through a map, studying map features and symbols. <b>School Trip Prep / CHOOSING LED</b></p>	<p><b>RE - Discovery Question: What can we learn from stories?</b> Religion: Christianity, Hinduism, Islam, Sikhism Concept: Stories (3) Bilal and the Beautiful Butterfly <u>Intent:</u> ○ Understand the key parts of the life cycle of a butterfly. ○ Know that there is another Religion called Islam. ○ Understand that Muslims worship Allah, and thank him for the beautiful world that has been created. <u>Session:</u> Make links to learning about the lifecycle of different animals, such as when learning about how butterflies and tadpoles develop and change. <b>STORY LED - END OF DAY</b></p> <p><b>PE - PEPE</b> <b>Session 5: (6) The Wild West</b> <b>FRIDAY</b></p>
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		<p>Mike Unwin / My First Book of Garden Bugs by Mike Unwin / Usborne                  Beginners: Tadpoles and Frogs by Anna Milbourne / Mad About Minibeasts by Giles Andrea</p>			
<p>Week 6 18.05.26</p>	<p><b>Relationships (6)</b>                  Weekly Celebration: Know and show what makes a good relationship (Being the best friends we can be) <b>1 Session Friday</b></p> <p><u>Intent:</u> I know how to be a good friend.</p> <p><b>Zones of Regulation:</b></p> <p>32. (6) Exploring Tools: Reflecting Back On My Mental Health Toolkit</p>	<p><b>Literacy - Oral Storytelling / The Tiny Seed</b></p> <p><u>Intent:</u> Engage in oral storytelling, learning that there should be the following parts to a story: Opening, Build Up, Problem/Resolution, Ending.                  Learn new vocabulary.                  Learn sentence structure and model key features: capital letters, finger spaces and full stops.                  Write words containing these new digraphs / trigraphs. Write high frequency words.  <b>3 Sessions - Mon, Tues, Weds</b></p> <p><b>Phonics: Summer 1 Week 6 Assessment and Review Week 5 Sessions</b></p> <p><u>Intent:</u> Recall digraph / trigraphs sounds. Blend words containing these new</p>	<p><b>Maths: Manipulate, Compose and Decompose</b></p> <p>Step 1: Select Shapes for a Purpose</p> <p>Step 2: Rotate Shapes</p> <p>Step 3: Manipulate Shapes</p> <p>Step 4: Explain Shape Arrangements</p> <p><u>Intent:</u> Manipulate and explore how shapes can be changed, moved and rotated and what impact this has on shape properties.</p> <p><b>4 Sessions- Mon, Tues, Weds, Thurs</b></p>	<p><b>Beekeeper Visit?</b>  <b>Geography: The UK</b>                  (4) What nations make up the United Kingdom?                  (5) Compare and contrast how our local area is similar / different to our PenPals in Kenya.  <u>Intent:</u> Know that they live in a country called the United Kingdom.                  Locate the United Kingdom on a map of the world, an atlas and a globe.                  Recognise that the UK is made up of four different nations within the UK.                  Recognise that some environments are different to the one in which they live.</p>	<p><b>PE - PEPE</b>  <b>Session 6: (7) The First Olympics</b>  <b>FRIDAY</b></p>

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		digraphs / trigraphs. Write words containing these new digraphs / trigraphs. Write high frequency words.			
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Early Years Curriculum Strand:	
Experiences: School Trip to Norfolk Wildlife Trust  Enrichment: TBC - BEEKEEPER VISITOR EXPERIENCE	(Enter more)