Reception Medium term plans 2026-2027

Autumn 1 – All about me

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Key texts	Core texts	That's not my name	'I'm absolutely too small for school'	The Colour Monster	'I'm (almost) always kind'	'The squirrels who squabbled'	'Martha Maps it out'	'What makes me a me?'
Enrichment							**Local walk WB: 12.10.26**	
Communication and Language	Listening, Attention and Understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary							
Physical Development	**Get Set PE – begin using in Autumn 2**							
	Revise and refine the fundamental movement skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping – climbing.							
	I can find a space I can move in different ways – hopping, skipping, jumping Mindfulness- Cosmic Yoga Wake and Shake Handwriting Develop gross motor warm up activities with increasing accuracy To develop tripod grip To develop pattern formation							
Personal, Social and Emotional development	**Self-Regulation: My Feelings** Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.							
		Classroom Rules Increasingly follow rules, understanding	**Lesson 1** Identifying my feelings	**Lesson 2** Feelings jars	.**Lesson 3** Coping Strategies	**Lesson 4** Describing Feelings	**Lesson 5** Facial Expressions	**Lesson 6** Creating a calm corner

Reception Medium term plans 2026-2027

		why they are important. Do not always need an adult to remind them of a rule.							
Literacy	Explore different areas of our provision	Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; Write 'm' for mummy Write some or all of their name Write some letters accurately Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.							
		Recognising and writing our names	Draw a picture of yourself and write your name	Drawing what make us feel different emotions	Book making All about me Front cover	Book making Family	Book Making Where I live	Book Making What I like
Mathematics	**HFL** **Subitising** Subitising numbers up to 6; recognising the amount without counting **Counting Skills** Counting reliably, using number names in order and one to one correspondence **2D shape** To identify, name and describe simple properties of a circle and triangle To identify, name and describe simple properties of a square and rectangle								
Understanding the World			Explore the natural world around them.			Explore the natural world around them making observations and drawing picture of animals and plants.	Explore the natural world around them. Draw information from a simple map.	Talk about members of their immediate family and community. Name and describe	

Reception Medium term plans 2026-2027

							Describe what they see, hear and feel whilst outside.	people who are familiar to them. Name all basic parts of the human body that they can see and the brain and heart
			Geography – Look around the school and name some places within the setting			Science- look at a woodland habitat and name some animals that live there.	Geography- look at different houses on a local walk. Name and locate places outside. Draw a map of their route to school	History- Talk about past and present events in their own life and lives of family members Science- label the human body
Expressive art and design			Explore colour and colour-mixing. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details Explore, use and refine a variety of artistic effects to express their ideas and feelings	Develop their ideas through experimentation with a diverse range of materials. Join different materials with glue and tape accurately use a range of small tools – scissors, Use a range of fixings explaining choices – Sellotape, masking tape, different glues.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details	Develop their own ideas and then decide which materials to use to express them Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour design textures form and function. Share creations using the process they have used.	Explore colour and colour-mixing. Safely use and explore a variety of materials, tools and techniques, experimenting with colour design textures form and function.

Reception Medium term plans 2026-2027

			Self Portraits - painting	Use Junk modelling and loose parts to create their own colour monster	Draw a picture of you and a friend	To join materials together and explain why they have chosen a specific fixing. Purposefully choose construction materials for a specific job. – build a squirrel house		To mix colours to create a painting with their favourite colours.
Charanga	Charanga to begin in Autumn 2 Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place							
Nursery Rhymes	Little Wandle Down at the station	Little Wandle Down at the station Ready for phonics rhyme	Little Wandle *Pat-a-cake*	Little Wandle *1,2,3,4,5 once I caught a fish alive*	Little Wandle *Twinkl twinkl little star* *Ready for reading practice rhyme*	*Five little ducks* *BBC*	Little Wandle *Ring O Ring of Roses*	Little Wandle *A sailor went to sea*
Phonics	Little Wandle							
	Phase 1 games – listening to sounds in the environment	s a t p	•Read individual letters by saying the sounds for them. •Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. •Read some letter groups that each represent one sound and say sounds for them.					
			i n m d	g o c k	ck e u r	h b f l	Review week All sounds	ff ll ss j
Tricky words				is	I	the	All tricky words	Put, pull, as, full

Reception Medium term plans 2026-2027

Autumn 2 light and dark

	Week 1 Little Glow	**Week 2** The Leaf Thief	**Week 3** Pumpkin Soup	**Week 4** The Invisible	**Week 5** Celebrations around the world	**Week 6** The Dark	**Week 7** The Jolly Christmas postman
Enrichment	**Invite parents**		**Cooking Pumpkin soup**	**Spoken Language Festival**	**Invite parents**		**Christmas songs In classroom**
Communication and Language	• Understand how to listen carefully and why listening is important. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. Describe events in some detail.						
	Show and share on Google classroom- sharing news, talk about why we are special. Educational items from home for show and tell. Children can extend their ideas and use the word 'because'. Children can begin to answer how and why questions.						
Physical Development	**Get set 4 PE – Intro to PE unit 2**						
	• Develop overall body-strength, balance, co-ordination and agility. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Handwriting Develop gross motor warm up activities with increasing accuracy To develop tripod grip To develop pattern formation						
		People who help us To Move around safely in a space	Friends and family To follow instructions and stop safely	Houses and home To stop safely and develop control when using equipment	Morning Time To follow instructions and play safely as a group	At the shops Follow a path and take turns	
Personal, Social and Emotional development	**Building relationships: Special relationships** Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.						

Reception Medium term plans 2026-2027

	No outsiders text You Choose	**Lesson 1** My family	**Lesson 2** Special people	**Lesson 3** Sharing	**Lesson 4** I am unique	**Lesson 5** My interests	**Lesson 6** Similarities and differences
		What are you good at doing and why?	Share 'Happy to me be' story What makes you special? Make a 'I'm Special' poster	Share photos of our families. Reinforce how all families are different and unique.	Build a house for a teddy. Share houses from around the world – why are they different?	Share – The Littlest Bear by Gillian Shields How can we make friends?	Role play – Using kind words and 'standing up for ourselves.'
Literacy	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some letters accurately. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s.						
	Drawing club Adventure What would you do in the dark?	Drawing club Setting Woodland	Drawing club Adventure What happened when you made your soup?	Drawing club Adventure What would you do if you were invisible?	Drawing club Adventure What is your favourite celebration?	Drawing club Setting Day and night	Drawing club Character Who would you send a letter to?
Mathematics	HFL Maths Essentials **Comparison – Measures** Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them **Pattern Recognition** Noticing, describing and extending patterns, including thinking about what part is the repeating unit **Classification** Classifying (grouping) objects using given criteria and their own ideas and thinking about groups after classification **Counting the sort (including cardinality)** Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets						
Understanding the World	Continue to develop positive attitudes about the differences between people. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Name the seasons and what the weather can be like in each. Talk about the changes that each season brings Describe how the trees change in different seasons Explore the natural world around them	Name common plants and vegetation Observe changes over time	Talk about the differences between materials and changes they notice. Explore the natural world around them. Talk about the features of their own immediate environment Talk about and name physical features of their local environment	Continue to develop positive attitudes about the differences between people. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Develop their own ideas through experimentation with a diverse range of materials Look at how materials change Know how to use a variety of different tools and equipment and how they work	Talk about their immediate family and community and some of their routines, cultures and celebrations. Recognise that people have different believes and celebrate in different ways. Understand that some places are special to members of their community.

Reception Medium term plans 2026-2027

	Compare and contrast characters from stories, including figures from the past.	Describe what they see, hear and feel whilst outside		Name their town, country and street where their house and school is. Draw information from a simple map Begin to use atlases and globes to find where they live	Compare and contrast characters from stories, including figures from the past.		
	RE-Why do Hindus celebrate Diwali? Festival of light Firework night and the story of Guy Fawkes	Science Explore Seasonal change (Autumn)	Science Name common autumn vegetables and explore inside them. Observe changes over time	Draw a map of what it is like where you live	RE – talk about what and how you and your family celebrate Discuss religious buildings and who they are special to	Science – testing materials to see which allow the light to travel through and which block the light	
Expressive art and design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills.	Explore sculpting with playdough, plasticine, and clay Develop use of vocabulary to explain and describe what they have made		accurately use a range of small tools – scissors, cutlery, hole punch.	Self-select tools linked to purpose Develop paint brush grip with increasing accuracy Explore different types of paint e.g. powder and water colour Experiment with felt-tips, colour pencils chalk and crayon/pastels	Experiment with felt-tips, colour pencils chalk and crayon/pastels	Experiment with felt-tips, colour pencils and chalk Create collaboratively, sharing ideas, resources and skills	Experiment with felt-tips, colour pencils and chalk
	EAD/DT-Create a Diva Lamp using clay	Using Ipads to create an Autumn picture	EAD/DT – Making pumpkin soup	EAD- invisible painting using white crayon and water colours	Art – use chalk to create a fire work picture Music – Listen to music from celebrations play along with instruments Add to role play celebration clothing and food	EAD- making shadow puppets using card and lolly pop sticks	Christmas crafts – hats and cards
Charanga	*Me!* Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place						

Reception Medium term plans 2026-2027

Nursery Rhyme	I'm a little tea pot	Grand old Duke of York	Hickory Dickory Dock	Baa Baa black sheep	Hey diddle diddle	Jack and Jill	Christmas songs
Phonics	Little Wandle •Read individual letters by saying the sounds for them. •Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. •Read some letter groups that each represent one sound and say sounds for them. •Read a few common exception words matched to the school's phonic programme. •Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words						
	Review	V, w, x, y	Z, zz, qu ch	Sh, th, ng, nk	Words with s /s/ added at the end (hats sits) Words ending s /s/ (his) and with s /z/ (his) and with s/z/ added at the end (bags)	Review	Review Assessment week
Tricky words	The I is Put pull full as	And has his her	Go no to into	She go of	We, me, be	Review	review

Spring 1 Heroes

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key texts	Real superheroes	Stand up to Racism	Supertato	Luna Loves Art	Clean up	Chicken Clicking
Enrichment		Live Learning: UW	Nurse/ doctor visit	Art festival	Litter picking the local area Art Festival	E safety day Dentist visit Fire Service visit
Role Play	Doctors/ Dentist surgery					
Communication and Language	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times.		**Listening, Attention and Understanding** • Listen 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • **Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.			

Reception Medium term plans 2026-2027

	• Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	• • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Google Classroom Show and Share	
Physical Development	**Get Set PE –Ball Skills Unit 2** • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	**Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills** • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. **Handwriting** • To begin to form some letters accurately • To begin to form some numbers accurately

Reception Medium term plans 2026-2027

	Windy Weather To develop rolling and tracking a ball	Snow is falling To develop accuracy when throwing to a target	There's a storm coming To develop dribbling with hands	Rainy days To develop throwing and catching with a partner	Sunshine and rainbows To develop dribbling a ball with your feet	
Personal, Social and Emotional development	**Managing self: Taking on challenges** Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.					
	Lesson 1 Why do we have rules?	**Lesson 2** Building towers	**Lesson 3** Team den building	**Lesson 4** Grounding	**Lesson 5** Team races	**Lesson 6** Circus Skills	No outsiders Red Rocket and Rainbow Jelly
		Showing Kindness					
Literacy	• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.		Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
	Drawing club Character What superhero would you be?	Drawing club Character Someone who looks different to you.	Drawing club Adventure How do you defeat evil pea	Drawing club Character An Artist Adventure	Drawing club Setting Where would you find litter? Adventure	Drawing club Character A bad character Adventure If you could buy anything online, what would it be?

Reception Medium term plans 2026-2027

				What happened when you fell into the artwork?	What happens once you have collected the litter?	
Mathematics	HFL Maths Essentials **Counting the sort (including cardinality)** Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets **Using Counting to Compare** Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts **Spatial Thinking** Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols					
Understanding the World	• Recognise that people have different beliefs and celebrate special times in different ways. • Talk about members of their immediate family and community. • Understand the effect of changing seasons on the natural world around them.					
	How does doctors and nurses help us?		Visit from nurse Winter - Understand the effect of changing seasons on the natural world around them.		Materials sorting and recycling	How do we stay safe online? How do we navigate an ipad How do police help us? How do dentists help us? How do we keep our teeth and mouth healthy?
Expressive art and design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody.			**Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs.		

Reception Medium term plans 2026-2027

	• Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups			• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music		
	Junk modelling a helpful vehicle	Portrait of a peer mixing paints Loose part pictures	Sculpting out of clay	Art festival Exploring art gallery Artist focus Exploring pastels Using pastels to create different lines		Use the ipad to take photos
Music – Chranga	**Everyone!** *Old MacDonald had a farm* Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place					
Nursery Rhymes	Wind the bobbin up	Rock-A-Bye-Baby	5 little monkeys jumping on the bed	Humpty dumpty	Miss molly	Mary Mary
Phonics	Little Wandle					
	ai ee igh oa	oo **oo** ar or	ur ow oi ear	air er Words with double letters: dd mm tt bb rr gg pp ff	Longer words	
Tricky words		was you they	my by all	are sure pure		

Reception Medium term plans 2026-2027

Spring 2 – Happily, Ever After

	Week 1	Week 2	Week 3	Week 4	Week 5
Key texts	Gingerbread Man	Goldilocks	Jack and the Beanstalk	Little Red Riding Hood	Mr Wolfs pancakes
Enrichment		World Book Day		No Outsiders: Inclusion Week	Happily, ever after day dress up Spring Spectacular (24-25th March)
Role Play	Fairy-tales cottage, woodland,				
Communication and Language	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.			**ELG** **Listening, Attention and Understanding** • Listen 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • **Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
	Show and Share				
Physical Development	**Get Set PE – Gymnastics Unit 2**				

Reception Medium term plans 2026-2027

<table>
<tr><td rowspan="2"></td><td colspan="3">• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing

• Progress towards a more fluent style of moving, with developing control and grace.

• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

• Combine different movements with ease and fluency.

• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

• Develop overall body-strength, balance, co-ordination and agility.

• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

• Develop the foundations of a handwriting style which is fast, accurate and efficient.

• Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</td><td colspan="3">ELG

Gross Motor Skills

• Negotiate space and obstacles safely, with consideration for themselves and others.

• Demonstrate strength, balance and coordination when playing.

• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
• Use a range of small tools, including scissors, paintbrushes and cutlery.

• Begin to show accuracy and care when drawing.

Handwriting

• To begin to form some letters accurately
• To begin to form some numbers accurately</td></tr>
<tr><td>Jack and the Beanstalk

To create a short sequence using shapes, balances and travelling actions</td><td>Jack and the Beanstalk

To develop balance and safely using apparatus</td><td>Jack and the Beanstalk

To develop jumping and landing safely from a height</td><td>Goldilocks and the Three Bears

To develop rocking and rolling</td><td>Goldilocks and the Three Bears

To explore travelling around, over and through apparatus.</td><td>Goldilocks and The Three Bears

To create sequences using apparatus</td></tr>
<tr><td>Personal, Social and Emotional development</td><td colspan="6">Self-regulation: Listening and following instructions

Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.</td></tr>
<tr><td></td><td>Lesson 1 Simon Says</td><td>Lesson 2 Listening to a story</td><td>Lesson 3 Pass the whisper</td><td>Lesson 4 Obstacle race</td><td>Lesson 5 Blindfold walk</td><td>Lesson 6 Treasure Hunt</td><td>No outsiders
Hello Hello,
Focus: To say hello</td></tr>
</table>

Reception Medium term plans 2026-2027

<table>
<tr><td rowspan="2">Literacy</td><td colspan="2">

- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

</td><td colspan="4">ELG</td></tr>
<tr><td colspan="2">Writing

• Write recognisable letters, most of which are correctly formed.
• Spell words by identifying sounds in them and representing the sounds with a letter or letters.
• Write simple phrases and sentences that can be read by others.</td><td>Word Reading

• Say a sound for each letter in the alphabet and at least 10 digraphs.
• Read words consistent with their phonic knowledge by sound-blending.
• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</td><td colspan="2">Comprehension

• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
• Anticipate – where appropriate – key events in stories.
• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</td></tr>
<tr><td></td><td>Drawing club

Character

A Gingerbread Man</td><td>Drawing club

Character

A fairytale character

Adventure

What happened when you made your pancakes?</td><td>Drawing club

Character

Who did you find at the top of the beanstalk?

Adventure

What happened when you threw the beans out of the window?</td><td>Drawing club

Character

A stranger

Setting

Grandmas house</td><td>Drawing club

Adventure

Where would Goldilocks go next?</td><td>Helicopter stories</td></tr>
<tr><td>Mathematics</td><td colspan="6">HFL Maths Essentials

Magnitude – Ordering and Estimating

Knowing the position of numbers 0-10 and the relationship to other numbers, including whether they are close to 0, 5 or 10

Regrouping the Whole

Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds

Regrouping parts to find the total (the whole)

Combing parts to make a whole and using the part, whole model to develop an understanding of addition</td></tr>
</table>

Reception Medium term plans 2026-2027

Understanding the World	• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries.		ELG **Past and Present** • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.			
		Where do different animals live? Begin to use atlases and globes to find animals from stories	Growing a beans Talk about similarities and differences in plants	Creating a route map to Grandmas house Draw information from a simple map Recognise the different areas and places in the community e.g. buildings, shops, park, playground and roads Discuss the area surrounding the school using knowledge of observation, discussion and maps Name and describe human and physical features of places they have visited	Shrove Tuesday Recognise that people have different believes and celebrate in different ways	What happens when.. Explore colour experiments Question why things happen, having their own ideas Carry out observations on changes Know how to use a variety of different tools and equipment and how they work
Expressive art and design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.		ELG **Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music			

Reception Medium term plans 2026-2027

	• Explore and engage in music making and dance, performing solo or in groups					
	Making Gingerbread Men	*Performance practice*	*Performance practice*	*Observational drawing of trees* Describe how trees and plants change in different seasons (Winter) *Performance practice*	*Mothers day cards* Share creations explaining the process they have used E.g fixing, material using mostly accurate vocabulary. Say what works well/ why they are proud *Performance practice*	*Jack and the beanstalk performance*
Chranga	**Everyone** *Old MacDonald had a farm* Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place					
Nursery Rhymes	Incy Wincy Spider	One two buckle my shoe	Row row row your boat	Old MacDonald	Wheels on the bus	Review of Spring Rhymes
Phonics	Little Wandle					
	Re-teach gaps Phase 3	Re-teach gaps Phase 3	Re-teach gaps Phase 3/ Spring 1 week 5	Spring 2 week 1 Review ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi and ear	Spring 2 Week 2 Review er, air, double letters and longer words	
Tricky words	Review all taught so far Secure spelling					

Reception Medium term plans 2026-2027

Summer 1 Creatures great and small

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key texts	The Extraordinary Gardener	Norman the slug with the silly shell	Mrs Noah's Garden	Tad	Winnie the poo saves the bees	The Story Orchestra
Enrichment	Visit from African land snail	Ark Farm ?	Butterflies	Kingfisher island		
Role Play						
Communication and Language	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.			• **Listening, Attention and Understanding** • Listen 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
Physical Development	Get Set PE – Fundamentals Unit 2					

Reception Medium term plans 2026-2027

	• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	**Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills** • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. **Handwriting** • To form most letters and numbers accurately				
	At the Circus To develop balancing	On a safari To develop running and stopping	Under the sea To develop changing direction	Space explorers To develop jumping	At the farm To develop hopping	Into the woods To explore different ways to travel using the equipment
Personal, Social and Emotional development	**Building relationships: My family and friends** Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.					
	No outsiders Mummy, Mama and Me **Focus:** To celebrate my family	**Lesson 1** Festivals	**Lesson 2** Sharing	**Lesson 3** What makes a good friend?	**Lesson 4** Being a good friend	**Lesson 5** Teamwork	**Lesson 6** Celebrating friendships

Reception Medium term plans 2026-2027

<table>
<tr><td>Literacy</td><td colspan="2">Comprehension

• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories.

• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</td><td colspan="2">Word Reading

• Say a sound for each letter in the alphabet and at least 10 digraphs.

• Read words consistent with their phonic knowledge by sound-blending.

• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</td><td colspan="2">Writing
• Write recognisable letters, most of which are correctly formed.
• Spell words by identifying sounds in them and representing the sounds with a letter or letters.
• Write simple phrases and sentences that can be read by others.</td></tr>
<tr><td></td><td>Drawing club
Setting
A garden
Adventure</td><td>Drawing club
Character
An insect

Adventure
What shell did he have next?</td><td>Drawing club
Character Who would live in your garden?

Adventure
What happened when the sun came out?</td><td>Drawing club
Adventure
Where did the bees go?</td><td>Drawing club
Character
A friend for Tad
Adventure
Where would you take Tad to cheer him up?</td><td>Helicopter stories
Re-writing Norman the slug with the silly shell.

Changing 1 element of Norman the slug with the silly shell</td></tr>
<tr><td rowspan="2">Mathematics</td><td colspan="6">HFL Maths Essentials</td></tr>
<tr><td colspan="2">Number

• Have a deep understanding of number to 10, including the composition of each number.

• Subitise (recognise quantities without counting) up to 5.

• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</td><td colspan="2">Numerical Patterns

• Verbally count beyond 20, recognising the pattern of the counting system.

•Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</td><td colspan="2">Shape

• To explore different 3D shapes.

• To be able to identify the faces, corners and edges.

• To identify, name and describe properties of a cube, pyramid.

• To identify, name and describe properties of a sphere and a cylinder.</td></tr>
<tr><td>Understanding the World</td><td colspan="2">• Recognise some environments that are different to the one in which they live.

• Understand the effect of changing seasons on the natural world around them.</td><td colspan="4">The Natural World

• Explore the natural world around them, making observations and drawing pictures of animals and plants.

• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</td></tr>
</table>

Reception Medium term plans 2026-2027

	What changes happen in spring • Know the names of the seasons and what the weather is / can be like in each. • Talk about the changes that each seasons brings in relation to their environment: the clothes they wear, the weather and the plants. • Describe how trees and plants change in different seasons. • Know that some animals store food for the winter. • Know that some animals hibernate in the winter. **Planting seeds, flowers and trees.** **What do they need to grow, how do we look after them** • Name some common plants / vegetation and other plants and tree names local to their environment • Examine change over time of different plants, growing plants from seeds, plants which go to seed • Talk about simple plant parts and what happens to them. Use language leaves, roots, stem, petal Talk about simple similarities and differences in plants	**Insects** • Name some Habitats. • Observe different animals and their body parts and talk about why they have them.	**Parts of a plant** • Name some common plants / vegetation and other plants and tree names local to their environment • Examine change over time of different plants, growing plants from seeds, plants which go to seed • Talk about simple plant parts and what happens to them. Use language leaves, roots, stem, petal • Talk about simple similarities and differences in plants	**Life cycle of a frog** • Name some common plants / vegetation and other plants and tree names local to their environment • Examine change over time – life cycle Observing wild life in the pond and Kingfisher Island Name some habitats Observe different animals and their body parts and talk about why they have them Make observations and explain observations	**Life cycle of a butterfly** • Name some common plants / vegetation and other plants and tree names local to their environment • Examine change over time – life cycle

Reception Medium term plans 2026-2027

Expressive art and design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups	**Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music				
		Create a 3D snail using paper or paper mâché • Sculpt with playdough, plasticine, clay and papier mache to create a specific idea • Use correct vocabulary to describe process • Accurately use a range of small tools • Use a range of fixings explaining choices	**Creating a weave using paper** • Develop their own ideas through experimentation with a diverse range of materials • Purposefully chose construction materials for a specific job.	• **Using spilt pins to make a moving bee** • Join different materials with a range of fixings and explain why they have chosen a specific fixing. • Purposefully choose construction materials for a specific job. Use a range of fixings explaining choices– split pins	**Using instruments to create our own animal orchestra** • Accompany songs with simple instruments, keeping a steady beat • Name an increasing number of instruments, describing the sounds they make and what they might be used for • Listen to the music – What movement could we pit to it and why? • Choose particular instruments / body parts and sound for their own imaginative purposes Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds • Tapes out simple repeated rhythms	

Reception Medium term plans 2026-2027

Charanga	Big Bear Funk Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place				
Nursery Rhymes	5 Current buns	5 speckled frogs	10 green bottles	10 fat sausages	The bees go buzzing 1 by 1.
Phonics	Little Wandle				
	Short vowels CVCC	Short vowels CVCC CCVC	Short vowels CVCC CCVC CCVCC Longer words	Longer words Compound words	Root words ending in: -ing –ed /t/ -ed/id /ed/-est
Tricky words	said so have like	some come love do	were here little says	there when what one	out today

Summer 2 Journeys

	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6** *Transition to year 1*	**Week 7** *Transition to year 1*
Key texts The Wonder	Martha Maps it out	Things that go!	It's a no money day	The Queens hat	Shu Lin's Grandpa	Bear Shaped	Anasi and the Golden Pot

Reception Medium term plans 2026-2027

Enrichment		ECO Bus Sports Day				Transition day	
Role Play	School						
Communication and Language	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					**Listening, Attention and Understanding** • Listen 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
Physical Development	Get Set PE – Games Unit 2						
	• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing,					**Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills** • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. **Handwriting** • To form most letters and numbers accurately		

Reception Medium term plans 2026-2027

	batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes						
	Polar regions To aim when throwing and practise keeping score	The Rainforest To follow instructions and move safely when play tagging games	Australia To learn to play against a partner	Wild West To develop co-ordination and play by the rules	India To explore striking a ball and keeping score	Far East To work co-operatively as a team	
Personal, Social and Emotional development	**Managing self: My wellbeing** Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.						
	No Outsiders Mummy, Mama and Me **Focus:** To celebrate my family Blue Chameleon **Focus:** To make a new friend	**Lesson 1** What is exercise	**Lesson 2** Yoga and relaxation	**Lesson 3** Looking after ourselves	**Lesson 4** Being a safe pedestrian	**Lesson 5** Eating healthily	**Lesson 6** A rainbow of food
Literacy	**Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.		**Word Reading** • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		**Writing** • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.		

Reception Medium term plans 2026-2027

	Drawing club Setting What is your planet like?	Drawing club- Character A Vehicle Adventure Where will your vehicle go?	Drawing club Setting Where could you go that doesn't cost any money? Adventure What would you do on a no money day	Drawing club Character Someone who wears a hat. Drawing club Adventure Where will the hat go?	Drawing club Character What would you dream classroom be like? Adventure Tell us about your best day at school	Book Making Front cover Who is in your family?	Book Making Where do I live? What do I like?
Mathematics	HFL Maths Essentials **Doubling and Halving** Exploring doubling and halving, including solving problems involving doubling and halving **Odd and Even** Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups **Counting Beyond 20** Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers						
Understanding the World	• Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.				**The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
	Explore space and planets in the solar system	Journeys Visit the eco bus	Learning about significant explorer Maybe one day..	Past and present comparing London	Compare China and UK	Share your favourite learning from throughout the year	Explore Year 1
Expressive art and design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses.				**Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive**		

Reception Medium term plans 2026-2027

	• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups				• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music		
	Paper Mache planets	Create a moving vehicle hammer and nails	Cooking for food festival	Observational drawing Line drawing of London Landmarks	Create our own landscape of the playground using powder paint	Paint a picture of your favourite toy	Matisse Art work
Charanga	Big Bear Funk Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place						
Phonics	Little Wandle						
	Long vowel sounds CVCC CCVC	Long vowel sounds CVCC CCVC CCV CCVCC	Phase 4 words ending –s/s/ Phase 4 words ending –s/z/ Phase 4 words ending –es Longer words	Root words ending in: -ing –ed/t/ -ed –id /ed/ -ed /d/	Root words ending in: -er –est Longer words		
Tricky words	Review all spellings taught so far Secure spellings						

Reception Medium term plans 2026-2027