

Reception Medium term plans

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	'Hermelin' Explore and Engage	'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								
Communication and Language	<p>Listening, Attention and Understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>							
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.							
	<p>I can find a space</p> <p>I can move in different ways – hopping, skipping, jumping</p> <p>Mindfulness- Cosmic Yoga</p> <p>Wake and Shake</p>							
Personal, Social and Emotional development	Jigsaw- Being Me in My World							
		<p>Classroom Rules</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>Piece 1 – Who... Me?</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Piece 2 – How Am I Feeling Today?</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Begin to understand how others might be feeling.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Piece 3 – Being at School</p> <p>Help to find solutions to conflicts and rivalries</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>Piece 4 – Gentle Hands</p> <p>Begin to understand how others might be feeling.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Piece 5 – Our Rights</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Do not always need an adult to remind them of a rule</p> <p>See themselves as a valuable individual.</p>	<p>Pieces 6- Our Responsibilities</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>

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			<p>Show more confidence in new social situations.</p> <p>See themselves as a valuable individual.</p>	<p>Identify and moderate their own feelings socially and emotionally</p> <p>Manage their own needs.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>	<p>Think about the perspectives of others.</p>	<p>Manage their own needs.</p>	<p>See themselves as a valuable individual.</p>
<p>Literacy</p>	<p>Explore different areas of our provision</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>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</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>						
<p>Mathematics</p>	<p>HFL</p> <p>Subitising</p> <p>Subitising numbers up to 6; recognising the amount without counting</p> <p>Counting Skills</p> <p>Counting reliably, using number names in order and one to one correspondence</p> <p>2D shape</p> <p>To identify, name and describe simple properties of a circle and triangle</p> <p>To identify, name and describe simple properties of a square and rectangle</p>							
<p>Explore mark marking</p>	<p>Recognising and writing our names</p>	<p>Drawing what make us feel different emotions</p>	<p>Drawing club</p> <p>Character Someone who is kind</p>	<p>Drawing club</p> <p>Setting</p> <p>Where could a squirrel live?</p>	<p>Drawing club</p> <p>Adventure</p> <p>How could you get home?</p>	<p>Drawing club</p> <p>Character Me</p>		

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<p>Understanding the World</p>			<p>Explore the natural world around them.</p>			<p>Explore the natural world around them making observations and drawing picture of animals and plants.</p>	<p>Explore the natural world around them. Draw information from a simple map. Describe what they see, hear and feel whilst outside.</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Name all basic parts of the human body that they can see and the brain and heart</p>
			<p>Geography – Look around the school and name some places within the setting</p>			<p>Science- look at a woodland habitat and name some animals that live there.</p>	<p>Geography- look at different houses on a local walk. Name and locate places outside. Draw a map of their route to school</p>	<p>History- Talk about past and present events in their own life and lives of family members Science- label the human body</p>
<p>Expressive art and design</p>			<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>Explore colour and colour-mixing. Safely use and explore a variety of materials, tools and techniques, experimenting with colour design textures form and function.</p>

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			express their ideas and feelings					
			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	<p>Charanga to begin in Autumn 2</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>							
Nursery Rhymes	Little Wandle Down at the station Ready for phonics rhyme	Little Wandle <i>Pat-a-cake</i>	Little Wandle <i>1,2,3,4,5 once I caught a fish alive</i>	Little Wandle <i>Twinkl twinkl little start</i> <i>Ready for reading practice rhyme</i>	<i>Five little ducks</i> <i>BBC</i>	Little Wandle <i>Ring a ring a roses</i>	Little Wandle <i>A sailor went to sea</i>	<i>Review of our Rhymes from the term</i>
Phonics	Little Wandle							
	Phase 1 games – listening to sounds in the environment		<ul style="list-style-type: none"> •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. 					
		s a t p	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

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Autumn 2 light and dark

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Diwali Rama and Sita	Autumn	Pumpkin Soup	The invisible	Celebrations around the world	The dark	The Jolly Christmas postman
Enrichment	Invite parents		Cooking Pumpkin soup		Invite parents		
Communication and Language	<ul style="list-style-type: none"> 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.						
	<p>Show and share on Google classroom- sharing news, talk about why we are special.</p> <p>Educational items from home for show and tell.</p> <p>Children can extend their ideas and use the word 'because'. Children can begin to answer how and why questions.</p>						
Physical Development	Get set 4 PE – Intro to PE unit 2						
	<ul style="list-style-type: none"> 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. 						
		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	Jigsaw - Celebrating Difference						
	No outsiders text The Family Book	Piece 1 – What Am I Good At? See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.	Piece 2 – I'm Special, I'm Me! See themselves as a valuable individual.	Piece 3 – Families See themselves as a valuable individual. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Piece 4 – Houses and Homes Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.	Piece 5 – Making Friends See themselves as a valuable individual. Build constructive and respectful relationships. Think about the perspectives of others	Piece 6 - Standing Up For Yourself See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others No outsiders You Choose

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		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 Character A monster	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						
Understanding the World	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						
	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. Compare and contrast characters from stories, including figures from the past.	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 Describe what they see, hear and feel whilst outside	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 Name their town, country and street where their house and school is. Draw information from a simple map	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. Compare and contrast characters from stories, including figures from the past.	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 beliefs and celebrate in different ways. Understand that some places are special to members of their community.

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				Begin to use atlases and globes to find where they live			
	RE-Why do Hindus celebrate Diwali? Festival of light	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	<p><i>Me!</i></p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>						
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	<p>Little Wandle</p> <ul style="list-style-type: none"> •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. 						

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	<ul style="list-style-type: none"> •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

Autumn 2 Heroes

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key texts	Real superheroes	Clean up	Stand up to Racism	Chicken Clicking	Luna Loves Art	Each peach pear plum
Enrichment		Litter picking the local area Dentist visit			Art festival	Nurse visit
Role Play	Doctors/ Dentist surgery					
Communication and Language	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. 			<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. <p>Speaking</p> <ul style="list-style-type: none"> • 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. 		

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	<ul style="list-style-type: none"> • 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. 				
	Google Classroom Show and Share				
	Get Set PE –Ball Skills Unit 2				
Physical Development	<ul style="list-style-type: none"> • 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 			<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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. 	
	Windy Weather	Snow is falling	There's a storm coming	Rainy days	Sunshine and rainbows
	To develop rolling and tracking a ball	To develop accuracy when throwing to a target	To develop dribbling with hands	To develop throwing and catching with a partner	To develop dribbling a ball with your feet
	Jigsaw – Dreams and Goals				

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<p>Personal, Social and Emotional development</p>	<p>Piece 1 -Challenge</p>	<p>Piece 2 -Never giving up</p>	<p>Piece 3 -Setting a goal</p>	<p>Piece 4 -Obstacles and support</p>	<p>Piece 5 -Fight to the Future</p>	<p>Piece 6</p>	<p>No outsiders Red Rocket and Rainbow Jelly</p>
	<p>Understand that if I persevere I can tackle challenges</p>	<p>Tell you about a time I didn't give up until I achieved my goal</p>	<p>Set a goal and work towards it</p>	<p>Use kind words to encourage people</p>	<p>Understand the link between what I learn now and the job I might to do when I'm older</p>	<p>To say how I feel when I achieve a goal and know what it means to feels proud</p>	<p>Focus: It is ok to like different things</p>
<p>Literacy</p>	<ul style="list-style-type: none"> 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. 		<p>Writing</p> <ul style="list-style-type: none"> 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. 	<p>Word Reading</p> <ul style="list-style-type: none"> 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. 	<p>Comprehension</p> <ul style="list-style-type: none"> 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. 		
	<p>Drawing club Character What superhero would you be?</p>	<p>Drawing club Setting Where would you find litter? Adventure What happens once you have collected the litter?</p>	<p>Drawing club Character Someone who looks different to you. Adventure How would you show kindness?</p>	<p>Drawing club Character A bad character Adventure If you could buy anything online, what would it be?</p>	<p>Drawing club Character An Artist Adventure What happened when you fell into the artwork?</p>	<p>Drawing club Setting Where would a bear live? Adventure What happened to Cinderella at the ball?</p>	
<p>Mathematics</p>	<p>HFL Maths Essentials</p>						
	<p>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</p>						

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	<p>Using Counting to Compare</p> <p>Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts</p> <p>Spatial Thinking</p> <p>Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols</p>					
Understanding the World	<ul style="list-style-type: none"> 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. 					
	<p>Winter - Understand the effect of changing seasons on the natural world around them.</p> <p>Science</p>	<p>Grouping litter by material</p> <p>How to take care of your teeth</p>	<p>How do police help us?</p>	<p>How do we stay safe online?</p> <p>How do we navigate an ipad</p>		<p>How do nurses help us?</p> <p>Past and present toys and household objects</p>
Expressive art and design	<ul style="list-style-type: none"> 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 			<p>Creating with Materials</p> <ul style="list-style-type: none"> 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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 		
	<p>Junk modelling a helpful vehicle</p>	<p>Loose part picture re-using materials</p>	<p>Portrait of a peer using different paints</p>	<p>Digital art using ipad and tate paint</p>	<p>Art festival</p> <p>Mixing paint with different substances</p> <p>Learning about cool and warm colours</p>	

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Music – Chraga	My Stories!					
	Wind the bobbin up/ If you're happy and you know it- glocs					
Nursery Rhymes	Listening and responding to different styles of music					
	Embedding foundations of the interrelated dimensions of music					
Phonics	Learning to sing or sing along with nursery rhymes and action songs					
	Improvising leading to playing classroom instruments					
Tricky words	Singing and learning to play instruments within a song					
	Share and perform the learning that has taken place					
	Wind the bobbin up	Rock-A-Bye-Baby	5 little monkeys jumping on the bed	Humpty dumpty	Miss molly	Mary Mary
	Little Wandle					
	ai ee igh oa	oo oo ar or	ur ow oi ear	air er	Longer words	
				Words with double letters: dd mm tt bb rr gg pp ff		
		was you they	my by all	are sure pure		

Spring 2 – Happily, Ever After

	Week 1	Week 2	Week 3	Week 4	Week 6	Week 5
Key texts	Gingerbread Man	Mr Wolfs pancakes	Jack and the Beanstalk	Little Red Riding Hood	Goldilocks	The Wonder
Enrichment	Live learning making GBM	World Book Day				Happily ever after day dress up
Role Play	Fairy-tales cottage, woodland,					
Communication and Language	<ul style="list-style-type: none"> 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. 			ELG Listening, Attention and Understanding <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments 		

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	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. <ul style="list-style-type: none"> • 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. 	<p>and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> • 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. <p>• Speaking</p> <ul style="list-style-type: none"> • 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	
	<ul style="list-style-type: none"> • 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. 	<p>ELG</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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.

Reception Medium term plans

	<ul style="list-style-type: none"> • 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 											
	<p>Jack and the Beanstalk</p> <p>To create a short sequence using shapes, balances and travelling actions</p>	<p>Jack and the Beanstalk</p> <p>To develop balance and safely using apparatus</p>	<p>Jack and the Beanstalk</p> <p>To develop jumping and landing safely from a height</p>	<p>Goldilocks and the Three Bears</p> <p>To develop rocking and rolling</p>	<p>Goldilocks and the Three Bears</p> <p>To explore travelling around, over and through apparatus.</p>	<p>Goldilocks and The Three Bears</p> <p>To create sequences using apparatus</p>						
Jigsaw – Healthy Me												
<p>Personal, Social and Emotional development</p>	<p>Piece 4</p> <p>Everybody's body</p>	<p>Piece 4</p> <p>We like to move it, move it!</p>	<p>Piece 4</p> <p>Food, glorious food</p>	<p>Piece 4</p> <p>Sweet dreams</p>	<p>Piece 4</p> <p>Keeping clean</p>	<p>Piece 4</p>	<p>No outsiders</p> <p>Hello Hello,</p>					
	<p>Understand that I need to exercise to keep my body healthy</p>	<p>Understand how moving and resting are good for my body</p>	<p>Know which foods are healthy and not so healthy and can make healthy eating choices</p>	<p>Know how to help myself go to sleep and understand why sleep is good for me</p>	<p>Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p>	<p>Know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>Focus: To say hello</p>					
<p>Literacy</p>	<ul style="list-style-type: none"> • 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. 		<p>ELG</p>									
		<p>Writing</p> <ul style="list-style-type: none"> • 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. 	<p>Word Reading</p> <ul style="list-style-type: none"> • 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. 	<p>Comprehension</p> <ul style="list-style-type: none"> • 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. 								

Reception Medium term plans

	<p>Drawing club</p> <p>Character</p> <p>A Gingerbread Man</p>	<p>Drawing club</p> <p>Character</p> <p>A fairytale character</p> <p>Adventure</p> <p>What happened when you made your pancakes?</p>	<p>Drawing club</p> <p>Character</p> <p>Who did you find at the top of the beanstalk?</p> <p>Adventure</p> <p>What happened when you threw the beans out of the window?</p>	<p>Drawing club</p> <p>Character</p> <p>A stranger</p> <p>Setting</p> <p>Grandmas house</p>	<p>Drawing club</p> <p>Adventure</p> <p>Where would Goldilocks go next?</p>	<p>Helicopter stories</p>
<p>Mathematics</p>	<p>HFL Maths Essentials</p>					
	<p>Magnitude – Ordering and Estimating</p> <p>Knowing the position of numbers 0-10 and the relationship to other numbers, including whether they are close to 0, 5 or 10</p> <p>Regrouping the Whole</p> <p>Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds</p> <p>Regrouping parts to find the total (the whole)</p> <p>Combing parts to make a whole and using the part, whole model to develop an understanding of addition</p>					
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. 		<p>ELG</p> <p>Past and Present</p> <ul style="list-style-type: none"> • 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. 			
		<p>Shrove Tuesday</p> <p>Recognise that people have different beliefs and celebrate in different ways.</p>	<p>Growing a beans</p> <p>Talk about similarities and differences in plants</p>	<p>Creating a route map to Grandmas house</p> <p>Draw information from a simple map</p> <p>Recognise the different areas and places in the community e.g. buildings, shops, park, playground and roads</p>	<p>Where do different animals live?</p> <p>Begin to use atlases and globes to find animals from stories</p>	<p>What happens when..</p> <p>Explore colour experiments</p> <p>Question why things happen, having their own ideas</p> <p>Carry out observations on changes</p>

Reception Medium term plans

				<p>Discuss the area surrounding the school using knowledge of observation, discussion and maps</p> <p>Name and describe human and physical features of places they have visited</p>		<p>Know how to use a variety of different tools and equipment and how they work</p>
<p>Expressive art and design</p>	<ul style="list-style-type: none"> • 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 		<p>ELG</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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 			
	<p><i>Making Gingerbread Men</i></p>	<p><i>Performance practice</i></p>	<p><i>Performance practice</i></p>	<p><i>Observational drawing of trees</i></p> <p>Describe how trees and plants change in different seasons (Winter)</p> <p><i>Performance practice</i></p>	<p><i>Mothers day cards</i></p> <p>Share creations explaining the process they have used E.g fixing, material using mostly accurate vocabulary.</p> <p>Say what works well/ why they are proud</p> <p><i>Performance practice</i></p>	<p><i>Jack and the beanstalk performance</i></p>
<p>Chranga</p>	<p>Everyone</p> <p><i>Old MacDonald had a farm</i></p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p>					

Reception Medium term plans

	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
	Little Wandle					
Phonics	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					

Summer 1 Creatures great and small

Week 1	Week 2	Week 3	Week 4	Week 5
Norman the slug with the silly shell	Mrs Noah's Garden	Winnie the po	Tad	The story Orchestra
Visit from African land snail	Animal club	Butterflies	Kingfisher island	

- 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.

- **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.

Reception Medium term plans

- 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.

- 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.

Get Set PE – Fundamentals 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.

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
Jigsaw - Relationships					
No outsiders Mummy, Mama and Me	Piece 1 My Family and Me!	Piece 2	Piece 3	Piece 4 Falling out and Bullying Part 1	Piece 5 Falling out and Bullying Part 2
					Piece 6 Being the best friends we can be

Reception Medium term plans

Focus: To celebrate my family		Make friends, make friends, never ever break friends Part 1	Make friends, make friends, never ever break friends Part 2			
Its ok to like different things	Identify some of the jobs I do in my family and how I feel like I belong	Know how to make friends to stop myself from feeling lonely	Think of ways to solve problems and stay friends	Starting to understand the impact of unkind words	Use Calm Me time to manage my feelings	Know how to be a good friend
Comprehension <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 		
Drawing club Adventure What could Norman use next for a shell?	Drawing club Character Who would live in your garden? Setting What does your garden look like?	Drawing club Adventure Where did the bees go?	Drawing club Character A friend for Tad Adventure Where would you take Tad to cheer him up?	Helicopter stories Re-writing Norman the slug with the silly shell. Changing 1 element of Norman the slug with the silly shell		
HFL Maths Essentials						
Number <ul style="list-style-type: none"> • 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. 			Numerical Patterns <ul style="list-style-type: none"> • 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. 			
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 			

Reception Medium term plans

<p><u>What changes happen in spring</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Planting seeds, flowers and trees.</u></p> <p><u>What do they need to grow, how do we look after them</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Parts of a plant</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Life cycle of a frog</u></p> <ul style="list-style-type: none"> • Name some common plants / vegetation and other plants and tree names local to their environment • Examine change over time – life cycle <p>Observing wild life in the pond and Kingfisher Island</p> <p>Name some habitats</p> <p>Observe different animals and their body parts and talk about why they have them</p> <p>Make observations and explain observations</p>	<p><u>Life cycle of a butterfly</u></p> <ul style="list-style-type: none"> • Name some common plants / vegetation and other plants and tree names local to their environment • Examine change over time – life cycle
<ul style="list-style-type: none"> • 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 		<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • 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. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • 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

<p><u>Create a 3D snail using paper or paper mâché</u></p> <ul style="list-style-type: none"> • 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 <p>Use a range of fixings explaining choices</p>	<p><u>Creating a weave using paper</u></p> <ul style="list-style-type: none"> • Develop their own ideas through experimentation with a diverse range of materials • Purposefully chose construction materials for a specific job. 	<p><u>Using spilt pins to make a moving bee</u></p> <ul style="list-style-type: none"> • 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 		<p><u>Using instruments to create our own animal orchestra</u></p> <ul style="list-style-type: none"> • 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 put to it and why? • Choose particular instruments / body parts and sound for their own imaginative purposes <p>Increasingly collaborate with others to experiment with body parts and instruments to create more layered sounds</p> <ul style="list-style-type: none"> • Tapes out simple repeated rhythms
<p>Big Bear Funk</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>				
<p>5 Current buns</p>	<p>5 speckled frogs</p>	<p>10 green bottles</p>	<p>10 fat sausages</p>	<p>The bees go buzzing 1 by 1.</p>
<p>Little Wandle</p>				
<p>Short vowels CVCC</p>	<p>Short vowels CVCC CCVC</p>	<p>Short vowels CVCC CCVC CCVCC</p> <p>Longer words</p>	<p>Longer words</p> <p>Compound words</p>	<p>Root words ending in:</p> <p>-ing -ed /t/ -ed/id /ed/-est</p>

Reception Medium term plans

said so have like	some come love do	were here little says	there when what one	out today
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Summer 2 Journeys

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 <i>Transition to year 1</i>	Week 7 <i>Transition to year 1</i>
Key texts	Martha Maps it out	Things that go!	It's a no money day	The Queens hat	Shu Lin's Grandpa	Bear Shaped	Sharing key texts from the year
Enrichment		ECO Bus	Food Festival			Transition day	Language 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.

Get Set PE – Games Unit 2

Physical Development

- 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

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.

Reception Medium term plans

	<p>successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> • 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 						<ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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. 					
	Polar regions	The Rainforest	Australia	Wild West	India	Far East						
	To aim when throwing and practise keeping score	To follow instructions and move safely when play tagging games	To learn to play against a partner	To develop co-ordination and play by the rules	To explore striking a ball and keeping score	To work co-operatively as a team						
Personal, Social and Emotional development	Jigsaw – Changing me											
	No Outsiders	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6					
	Blue Chameleon Focus: To make a new friend	My body	Respecting my body	Growing up	Fun and Fears Part 1	Fun and Fears Part 2	Celebration					
	Name parts of the body	Tell you some things I can do and foods I can eat to be healthy	Understand that we all grow from babies to adults	Express how I feel about moving to year 1	Talk about my worries and/or the things I am looking	Share my memories of the best bits of this year in Reception						
Literacy	Comprehension			Word Reading		Writing						
	<ul style="list-style-type: none"> • 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 			<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound- 		<ul style="list-style-type: none"> • 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

	<p>events in stories.</p> <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 		<p>blending.</p> <ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 				
	<p>Drawing club Setting What is your planet like?</p>	<p>Drawing club- Character A Vehicle</p> <p>Adventure Where will your vehicle go?</p>	<p>Drawing club Setting Where could you go that doesn't cost any money?</p> <p>Adventure What would you do on a no money day</p>	<p>Drawing club Character Someone who wears a hat.</p> <p>Drawing club Adventure Where will the hat go?</p>	<p>Drawing club Character What would you dream classroom be like?</p> <p>Adventure Tell us about your best day at school</p>	<p>Book Making Front cover Who is in your family?</p>	<p>Book Making Where do I live? What do I like?</p>
	HFL Maths Essentials						
Mathematics	<p>Doubling and Halving</p> <p>Exploring doubling and halving, including solving problems involving doubling and halving</p> <p>Odd and Even</p> <p>Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups</p> <p>Counting Beyond 20</p> <p>Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers</p>						
Understanding the World	<ul style="list-style-type: none"> 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. 			<p>The Natural World</p> <ul style="list-style-type: none"> 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. 			
	<p>Explore space and planets in the solar system</p>	<p>Journeys Visit the eco bus</p>	<p>Learning about significant explorer Maybe one day..</p>	<p>Past and present comparing London</p>	<p>Compare China and UK</p>	<p>Share your favourite learning from throughout the year</p>	<p>Explore Year 1</p>
Expressive art and design	<ul style="list-style-type: none"> 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 			<p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, 			

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	<p>represent them.</p> <ul style="list-style-type: none"> • 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 				<p>design, texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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	<p>Big Bear Funk</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>						
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	<p>Review all spellings taught so far</p> <p>Secure spellings</p>						

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