



Medium Term Plan

Year Group: Reception

Term: Spring B 2026

Learning Objectives

Key: Children in reception
Early Learning Goal

Enrichment activities/ WOW moments

Superhero hook activity, Evil Pea on the loose, Eid and Easter celebrations

Personal, Social and Emotional Development

Self-Regulation/ Managing Self/ Building Relationships:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
- **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;**
- **Work and play cooperatively and take turns with others.**
- **Form positive attachments to adults and friendships with peers.**
- **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.**

Communication and Language

Listening, Attention and Understanding/ Speaking

- 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 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.
- **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**
- **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.**

Physical Development

Gross Motor Skills/ Fine Motor Skills:

- 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.
- - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- - Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene
- **Negotiate space and obstacles safely, with consideration for themselves and others;**
- **Demonstrate strength, balance and coordination when playing;**
- **Use a range of small tools, including scissors, paint brushes and cutlery;**
- **Begin to show accuracy and care when drawing.**

Theme Superheroes

Literacy

Comprehension/ Reading/ Writing

- Blend sounds into words.
 - 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.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.
- **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.**
- **Write recognisable letters, most of which are correctly formed.**

Mathematics

Number/ Numerical Patterns

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.
- **Subitise (recognise quantities without counting) up to 20.**
- **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**
- **Verbally count beyond 20, recognising the pattern of the counting system.**
- **To use the guess and check strategy for problem solving.**

Understanding the World

Past and Present/ People, Culture and Communities/ The Natural World

- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.**
- **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.**
- **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.**
- **Understand the past through settings, characters and events encountered in books read in class and storytelling.**
- **Talk about the lives of the people around them and their roles in society.**

Expressive Arts and Design

Creating with materials/ Being imaginative and Expressive

- **Play instruments with increasing control to express their feelings and ideas.**
- 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.
- **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**
- **Make use of props and materials when role playing characters in narratives and stories.**
- **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.**

Identifies learning objectives for adult led activities and possible focus for planned observations and assessments. Ensures coverage.

Cultural Capital: fly a kite