



Medium Term Plan **Year Group:** Reception **Term:** Spring A

Learning Objectives

Enrichment activities/ WOW moments
 Baking gingerbread – Gingerbread man goes missing, making porridge and tasting it with different toppings just like Goldilocks.

Key: Green = 3 & 4 Years
 Black = Children in reception
 Bold = Early Learning Goal

Communication and Language

Listening, Attention and Understanding/ Speaking

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- 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.

Physical Development

Gross Motor Skills/ Fine Motor Skills:

- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- 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

Personal, Social and Emotional Development

Self-Regulation/ Managing Self/ Building Relationships:

- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important
- 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.

Theme
Traditional Tales

Literacy

Comprehension/ Reading/ Writing

- 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.
- 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.**

Mathematics

Number/ Numerical Patterns

- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- 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.
- Explore grouping objects in twos, fives and tens to find the total
- Understand the concept of equal groups.
- Practise counting in equal groups and adding them together.

Understanding the World

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

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- 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.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- 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.

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.

Cultural Capital: build a snowman,

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