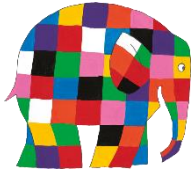







	<u>Autumn 1</u> <u>(7 weeks)</u>	<u>Autumn 2</u> <u>(7 weeks)</u>	<u>Spring 1</u> <u>(6 weeks)</u>	<u>Spring 2</u> <u>(6 weeks)</u>	<u>Summer 1</u> <u>(6 weeks)</u>	<u>Summer 2</u> <u>(7 weeks)</u>
RECEPTION						
<u>General Theme</u>	Fantastic Friends 	Traditional Tales 	Out of this World! 		Animals Around the World 	What a Wonderful World!
<u>Key Texts</u> 	The Little Red Hen Rainbow Fish Elmer	Goldilocks Jack & the Beanstalk Little Red Riding Hood Christmas: TBC	Lost & Found Whatever Next! Supertato The Dinosaur who lost his Roar The Odd Egg Non-fiction: Duck to Duckling		Monkey Puzzle (jungle) Tiddler (ocean) Meerkat Mail (desert) Farmyard Hullabalo (farm)	The Tiny Seed Bee & Me Somebody swallowed Stanley Here We Are
<u>Wow Moments</u> 						
<u>Celebrations & Events</u>	Autumn Diwali – 24 th Oct	Halloween – 31 st Oct Bonfire Night – 5 th Nov Remembrance Day – 11 th Nov Christmas	Chinese New Year – 22 nd Jan	Pancake Day – 21 st Feb Holi – 8 th March Mothering Sunday – 19 th March Easter – 9 th April		Father's Day – 18 th June

MEDIUM TERM PLAN – RECEPTION – AUTUMN 1

Theme: Fantastic Friends						
<u>Communication & Language</u>	<u>Personal, Social & Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts & Design</u>
<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> -Listens carefully within a small group -Follows instructions with two or more elements -Pays attention to an activity of their choice for an appropriate amount of time -Can answer most who, what, when & where questions accurately -Listens carefully to rhymes & stories. <p>Speaking</p> <ul style="list-style-type: none"> -Engages in conversations with adults & children. -Uses talk in their play to explain what they are doing. -Uses a range of vocabulary which reflects their experiences, community & culture. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> -Can express and talk about their feelings, explaining why they feel a certain way. Is aware of & responds appropriately to the feelings of others. -Begins to follow class rules with less support and reminders from adults. <p>Managing Self</p> <ul style="list-style-type: none"> - <i>Can use the toilet & wash hands independently.</i> -Develops a sense of autonomy. <p>Building Relationships</p> <ul style="list-style-type: none"> -Enjoys playing with a small group of children. -Manages to take turn and share with minimal support. Is able to extend & elaborate on others' ideas. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Shows a preference for a dominant hand/leg/foot - Can climb up play equipment - Can walk on tiptoes - Can stand on one foot for a short amount of time <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Beginning to use a comfortable pencil grip with good control. -Can draw closed shapes with continuous lines and use these to represent objects. -Beginning to form some letters. 	<p>Comprehension</p> <ul style="list-style-type: none"> -Enjoys looking at books independently & group story times. - Talks about events and principal characters in stories and suggests how the story might end <p>Word Reading</p> <ul style="list-style-type: none"> -Understands that text carries meaning, is read from top to bottom & left to right - Can hear & identify the first sound in CVC words -Can read some set 1 single letter sounds <p>Writing</p> <ul style="list-style-type: none"> -Shows preference for a dominant hand - Can write the letters in their name - Forms some letters correctly; starting in the right place & moving in the right direction 	<p>Number & Numerical Patterns</p> <ul style="list-style-type: none"> -Finds & matches objects that are the same and identify objects that are different -Sorts objects into sets based on attributes (colour, size, shape.) -Makes comparisons between sets of objects (says which has more, fewer, same amount) -Compares & orders objects according to their size Copy, continue & create their own repeating patterns 	<ul style="list-style-type: none"> -Talks about members of their immediate family & community -Can name & describe people who are familiar to them -Can talk about some of the similarities & differences in relation to their own family & other peoples families - Names & orders the 4 seasons -Can identify what you need to wear in each season & why 	<p>Creating with Materials & Being Imaginative & Expressive</p> <ul style="list-style-type: none"> -Can hold a paintbrush effectively & use it to make marks and simple representations. -Is able to mix primary colours to make secondary colours -Can draw a simple face/person -Can use glue sticks & PVA glue independently -Manipulates clay/dough (rolls, cuts, squashes, pinches, twists etc.) -Enjoys joining in with singing & exploring instruments

MEDIUM TERM PLAN – RECEPTION – AUTUMN 2

<u>Theme: Traditional Tales</u>						
<u>Communication & Language</u>	<u>Personal, Social & Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts & Design</u>
<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> -Demonstrates understanding by following instructions/requests. -Answers questions about themselves, their thoughts & their experiences. -Enjoys listening to stories & can talk about what has happened. <p>Speaking</p> <ul style="list-style-type: none"> -Learns new vocabulary and uses it in context throughout the day. -Engages in purposeful conversations with others during play. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> -Follows the rules most of the time, understanding their sense of responsibility & membership to their class. <p>Managing Self</p> <ul style="list-style-type: none"> - Thinks about what they would like to achieve & selects appropriate resources to achieve their goal. Is willing to have a go independently before asking for help. <p>Building Relationships</p> <ul style="list-style-type: none"> -Begins to realise the impact of their choices & actions on others. -Shows increasing consideration for other peoples needs. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Can use core muscle strength to achieve good posture when sitting - Can move at different speeds, change direction & stop promptly. - Can jump over an object & land with both feet together <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Can shape and mould malleable materials using tools. -Can cut and follow a straight line using scissors. -Beginning to draw with increasing complexity and adds details to pictures. 	<p>Comprehension</p> <ul style="list-style-type: none"> - Develop play around their favourite stories using props. - Can point out the front & back cover and predict what the story might be about by using the pictures - Can point out the books title & author <p>Word Reading</p> <ul style="list-style-type: none"> -Can hear & identify the final and middle sounds in CVC words -Can orally segment CVC words -Can orally blend CVC words -Can read most set 1 sounds -Begins to blend single-letter sound words (word time 1.1.-1.4) <p>Writing</p> <ul style="list-style-type: none"> - Begins to write a letter to represent the initial sound in a word - Understands that when writing a sequence of letters to make a word/phrase, they write from left to right. -Begins to orally segment & then write CVC words with some adult support 	<p>Number & Numerical Patterns</p> <ul style="list-style-type: none"> -Identifies representations of 1-5 -Subitises/counts collections of 1-5 -Matches numeral & quantities to 1-5 -Counts up to 5 objects using 1:1 correspondence & can say how many objects are in the set -Uses mark marking to represent 1-5 -Makes comparisons between 1-5 showing an awareness 1 more & 1 less patterns -Explores & notices composition of 1-5 -Names & describes circles, triangles, squares & rectangles -Begins to use positional language -Can talk about night & day and order key events in the daily routines using key language -Begins to measure time in simple ways. 	<ul style="list-style-type: none"> -Knows some of the things that make them unique (Jigsaw) - Can talk about past & upcoming events with their family Can -Recognises that some people have different beliefs & celebrate special times in different ways -Makes observations of plants, explains why things occur & can talk about changes 	<p>Creating with Materials & Being Imaginative & Expressive</p> <ul style="list-style-type: none"> -Can use thin paintbrushes to add detail -Begins to add detail to drawings of people (limbs, additional facial features etc.) -Joins two items using glue & tape -Builds models which replicate something in the real world -Builds something they can give meaning to -Plays a given instrument to a simple beat -Participates in small world play related to familiar stories

MEDIUM TERM PLAN – RECEPTION – SPRING 1

<u>Out of This World</u>						
<u>Communication & Language</u>	<u>Personal, Social & Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts & Design</u>
<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> -Can pay attention to more than one thing at a time. -Answers how and why questions with detailed responses; explaining their thinking & reasoning. -Responds appropriately with relevant comments or questions when listening to a story. <p>Speaking</p> <ul style="list-style-type: none"> -During conversations, takes into account the listener and can take turns to listen & speak. -Uses detail when expressing ideas 	<p>Self-Regulation</p> <ul style="list-style-type: none"> -Begins to find solutions to conflicts & rivalries. <p>Managing Self</p> <ul style="list-style-type: none"> - Shows increasing confidence & self-esteem through taking risks, trying new things & expressing their needs. - Sees themselves as a valuable individual & takes pride in their own achievements. <p>Building Relationships</p> <ul style="list-style-type: none"> -Practises skills of negotiation & compromise & may look for help from an adult to help resolve conflicts. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Can catch a ball by holding their arms out & pulling into their body -Can kick a ball forwards - Is able to walk over a line or over a beam/plank -Can move sideways & backwards <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Can write most letters correctly. -Can draw with increased control, accuracy and care. -Can competently use small paintbrushes to add details to paintings. 	<p>Comprehension</p> <ul style="list-style-type: none"> - Asks questions about a book, makes comments and links, and shares their own ideas - Engage in extended conversations about stories, showing understanding of new vocabulary. <p>Word Reading</p> <ul style="list-style-type: none"> -Can read all set 1 sounds speedily -Blends to read words which contain special friends (word time 1.5 & 1.6). -Reads short ditty stories. <p>Writing</p> <ul style="list-style-type: none"> -Writes CVC words 	<p>Number & Numerical Patterns</p> <ul style="list-style-type: none"> - Has an understand of zero -Compares numbers to 5, knowing one quantity can be more than, the same as, or fewer than -Understands that all numbers are made up of smaller numbers -Explores & notices different compositions of 4 & 5 -Notices numbers can be composed of 2 parts of more than 2 parts -Compares the weight of items & then uses balance scales to check -Uses language of heavy, heavier than, light, lighter than & lightest to compare items -Explores capacity & understands full, empty, half full, nearly full & nearly empty -Applies counting principles to 6, 7 & 8 -Represents 6, 7 & 8 in different ways 	<ul style="list-style-type: none"> -Understands & can describe the effect of the changing seasons on the natural world -Describes what they see, hear & feel whilst outside - Can name & use their 5 senses -Can compare different materials & explore how they can change 	<p>Creating with Materials & Being Imaginative & Expressive</p> <ul style="list-style-type: none"> -Prints with small resources (sponges, fruit, shapes etc.) -Can draw a range of everyday objects/living things -Explores a range of different ways of enhancing materials (scrunching, twisting, folding, rolling etc.) -Begins to watch a short musical/dance performance & give their opinion -Uses own first-hand experiences to develop simple narratives into imaginative play

or describing feelings & experiences.			<ul style="list-style-type: none"> - Can write some simple spellings correctly - Can form most letters correctly – is aware of ascenders & descenders 	<ul style="list-style-type: none"> -Counts out 6, 7 & 8 objects from a larger group -Arranges set of 6, 7 & 8 objects into small groups meaning they can subitise -Notices the 1 more & 1 less patterns to 8 Finds & makes pairs; understands a pair is two -Arranges quantities into pairs & notices some quantities will have one left over Begins to combine 2 groups & find how many altogether -Uses language to describe length & height (length – longer/shorter & height – wider/narrower) -Makes indirect comparisons about length & height using blocks/cubes -Uses language now, before, later, soon, after & next to describe when events happened 		
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MEDIUM TERM PLAN – RECEPTION – SPRING 2

<u>Out of This World</u>						
<u>Communication & Language</u>	<u>Personal, Social & Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts & Design</u>
<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> -Asks & answers questions to find out more & check that they understand. -Builds familiarity & understanding with stories which they hear over & over again. -Can retell a familiar story. <p>Speaking</p> <ul style="list-style-type: none"> -Uses talk to explain how things work & why they might happen. -Uses talk to work out problems, organise thinking and plan activities. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> -Is able to adapt their behaviour to different situations, showing an understanding that that expectations may vary. -Is able to manage their feelings & tolerate situations in which their wishes cannot be met. <p>Managing Self</p> <ul style="list-style-type: none"> - Can problem-solve and decide how they will resolve a problem when faced with a difficulty. <p>Building Relationships</p> <ul style="list-style-type: none"> -Develops friendships with other children & can understand 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Can move confidently in a variety of ways; skipping, hopping, jumping, running, climbing, crawling etc. -Can throw a ball underarm -Is able to hold a balance <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Consistently uses a dynamic tripod grip when drawing and writing. -Can cut a curved line and circular shapes using scissors -Can use fingers to unfasten buttons on clothes. 	<p>Comprehension</p> <ul style="list-style-type: none"> - Enjoy an increasing range of books and stories. Listens attentively, makes predictions and discusses events & characters. - Understands the difference between fiction & non-fiction books <p>Word Reading</p> <ul style="list-style-type: none"> -Securely reads words containing all set 1 sounds. -Begins to read words containing 4/5 word sounds & consonant blends (word time 1.6 & 1.7). -Reads some common exception words. -Reads red story books. <p>Writing</p>	<p>Number & Numerical Patterns</p> <ul style="list-style-type: none"> -Applies counting principles to 9 & 10 -Represents 9 & 10 in different ways -Arranges set of 6, 7 & 8 objects into small groups meaning they can subitise -Notifies that a 10 frame is full when there is 10 -Uses 10 frames & fingers to subitise groups of 9 & 10 -Compares groups of up to 10 by lining them up & counting with 1:1 correspondence -Begins by comparing 2 quantities & progresses to ordering 3 or more -Explore number bonds to 10 -Explores & manipulates 3D shapes -Builds & constructs with 3D shapes -Explores similarities & differences between 3D shapes -Explores more complex repeating patterns (ABB, AAB, AABB, AABBB) -Knows the quantity of a group can change by adding more -Uses the first, then, now structure to create 	<ul style="list-style-type: none"> - Compares & contrast events from the past -Makes observations of animals, explains why things occur & can talk about changes - Can talk about life cycles -Shows care & concern for living things in the environment 	<p>Creating with Materials & Being Imaginative & Expressive</p> <ul style="list-style-type: none"> -Adds white or black paint to alter shades -Can draw a range of everyday objects/living things -Joins two items using string or ribbon -Can use a variety of construction kits to build & create -Can copy a simple repeated rhythm -Uses experiences & learnt stories to develop storylines into imaginative play

	different points of view.		<ul style="list-style-type: none"> - Writes simple phrases -Is aware of the need to leave a space between words - Makes phonetically plausible attempts at writing more complex words - Has their own ideas for writing & can orally compose what they would like to write before attempting to write it 	<p>addition mathematical stories</p> <ul style="list-style-type: none"> -Begins to count on when finding how many altogether rather than re-counting all the items -Represents + number stories using 10 frames -Knows the quantity of a group can change by taking away -Uses the first, then, now structure to create subtraction mathematical stories -To work out subtraction problems, counts all of the items at the start, takes away the required amount practically & then subitises/re-counts to see how many are left -Represents – number stories using 10 frames -Understands that shapes can be combined & separated to make new shapes -Investigates how many different ways a shape can be built using smaller shapes 		
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MEDIUM TERM PLAN – RECEPTION – SUMMER 1

<u>Animals Around the World</u>						
<u>Communication & Language</u>	<u>Personal, Social & Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts & Design</u>
<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> -Listens carefully within a whole class situation. -Asks & answers questions accurately in response to longer stories. -Engages with non-fiction books, talks about what they have heard & demonstrates new knowledge and vocabulary. <p>Speaking</p> <ul style="list-style-type: none"> -Can speak clearly & articulate their ideas and thoughts into well formed sentences. -Uses a good range of vocabulary. -Uses tenses (past, present & future), negatives & plurals with increasing accuracy. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> -Remembers rules without needing to be reminded. <p>Managing Self</p> <ul style="list-style-type: none"> - Understands that mistakes are important & shows a willingness to try again after failure. Shows resilience & perseverance in the face of challenge. <p>Building Relationships</p> <ul style="list-style-type: none"> -Can be flexible & co-operative in response to other children's needs and behaviours. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Can jump off an object, landing appropriately & balancing themselves. - Is beginning to throw with accuracy towards a target - Can catch a ball that has been bounced <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Beginning to write in a more fluent and efficient style. -Can use fingers to fasten buttons on clothes. 	<p>Comprehension</p> <ul style="list-style-type: none"> - Retells familiar stories using their own words (including recently introduced vocabulary) in the correct sequence. <p>Word Reading</p> <ul style="list-style-type: none"> -Read most set 2 sounds. -Read more common exception words. -Read green story books <p>Writing</p> <ul style="list-style-type: none"> - Writes shorts sentences - Uses finger spaces - Can write some capital letters - Uses punctuation within sentences – capital letters & full stops 	<p>Number & Numerical Patterns</p> <ul style="list-style-type: none"> -Builds & identifies numbers to 20 using a range of resources -Understands that larger numbers are composed of full 10s and part of the next 10 -Counts on or back beyond 10 from different starting points -Says the number that comes before or after a given number -Place sequences of numbers in order Finds larger numbers on 100 squares -Completes jigsaws & can explain why they have chosen a particular shape -Matches arrangements of shapes 	<ul style="list-style-type: none"> -Knows that there are different countries in the world -Knows what a map is used for -Draws information from a simple map -Recognises some similarities & differences between life in England & life in other countries -Recognises some environments that are different from the one in which they live -Is aware that there are different countries in the world 	<p>Creating with Materials & Being Imaginative & Expressive</p> <ul style="list-style-type: none"> - Can use paint to colour match a specific colour/shade -Can draw a range of everyday objects/living things -Thinks about how they could improve their creations -Can use loose parts to build & create -Selects own instruments & plays in time to music -Uses imagination to develop own storylines into imaginative play

MEDIUM TERM PLAN – RECEPTION – SUMMER 2

<u>WHAT A WONDERFUL WORLD</u>						
<u>Communication & Language</u>	<u>Personal, Social & Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts & Design</u>
<p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> -Listens carefully within a whole class situation. -Asks & answers questions accurately in response to longer stories. -Engages with non-fiction books, talks about what they have heard & demonstrates new knowledge and vocabulary. <p>Speaking</p> <ul style="list-style-type: none"> -Can speak clearly & articulate their ideas and thoughts into well formed sentences. -Uses a good range of vocabulary. -Uses tenses (past, present & future), 	<p>Self-Regulation</p> <ul style="list-style-type: none"> -Seeks way to manage conflict with independence showing an awareness of how to negotiate or compromise. <p>Managing Self</p> <ul style="list-style-type: none"> - Recognises & is proud of their belonging in their community & is sensitive to prejudice & discrimination. - <i>Can talk about supporting their own overall health & well-being including; sensible screen-time, good sleep routines & being a safe pedestrian.</i> <p>Building Relationships</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Can travel confidently & skilfully under, over, around & through equipment. -Can kick a ball at a target -Can use a bat to hit a ball <p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Writes letters correctly, ensuring that they are of an appropriate size - Can use a knife and fork together to cut up and eat food. 	<p>Comprehension</p> <ul style="list-style-type: none"> - Responds to questions about a story in order to; recall main points, sequence, explain how or why something is happening and to say what a character may be thinking, saying or feeling. - Can re-enact the structure of simple stories in play using words, gestures and actions. <p>Word Reading</p> <ul style="list-style-type: none"> -Read all set 2 sounds -Reads words containing set 2 sounds -Builds speed when reading words containing set 1 sounds. 	<p>Number & Numerical Patterns</p> <ul style="list-style-type: none"> - Knows that 'double' means twice as many -Builds doubles using real objects & mathematical equipment -Explores sharing & making equal groups Explore sharing & having items left over -Understands some quantities will share equally into 2 groups & some won't -Notices the odd & even structure of number shapes -Replicate simple constructions & uses positional language to describe where items are in 	<ul style="list-style-type: none"> -Understands the effect their behaviour can have on their environment - Begins to understand the difference between human & physical features -Comments on images of familiar situations in the past -Shows an interest in different occupations -Developing an understanding of growth & changes over time (Jigsaw) 	<p>Creating with Materials & Being Imaginative & Expressive</p> <ul style="list-style-type: none"> - Creates detailed pictures using a variety of painting methods -Creates detailed drawings of a wide range of subjects -Can decide & describe which way of joining two items would be best depending on materials etc. -Can explain how they made something by giving verbal instructions -Can change tempo & dynamics whilst playing music -Enhances imaginative play with resources that they pretend

negatives & plurals with increasing accuracy.	-Can work together effectively & collaboratively with others; knows how to listen, take turns and be considerate.		<p>-Reads green or purple story books.</p> <p>Writing</p> <p>-Forms all letters correctly & sitting in the correct place on a line.</p> <p>- Begins to link ideas & independently write longer sentences.</p> <p>- Re-reads what they have written to check that it makes sense.</p>	<p>relation to each other</p> <p>-Extend problem solving & develop critical thinking skills</p> <p>-Explores & investigates the relationship between numbers & shapes</p> <p>-Copies, continues & creates a widening range of repeating patterns & symmetrical constructions</p> <p>-Understands that we can use maps & plans to represent places. Uses these to see where things are in relation to other things.</p>		are something else
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