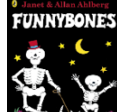
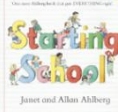
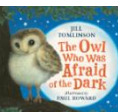
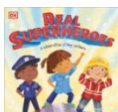
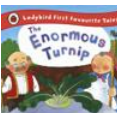
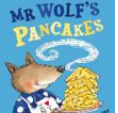
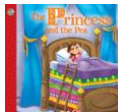
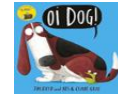
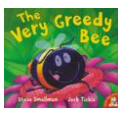
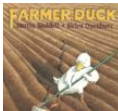
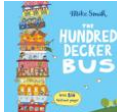
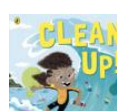


Medium Term Plan Reception 	Autumn 1 Marvellous Me Me and my family Similarities and differences Feelings and relationships Being part of a community Our school values	Autumn 2 Celebrations Around the World Festivals and traditions Light and dark Christmas story Family celebrations	Spring 1 Traditional Tales Story structure Retelling stories Comparing tales Heroes and villains	Spring 2 Growing and Changing Human growth Plants and flowers Caring for the environment New life	Summer 1 Wonderful Creatures Habitats Animal groups Caring for living things Minibeasts	Summer 2 Adventures and Exploration Sea and oceans Journeys Maps Transition to Year 1
Possible Celebrations & Experiences	Class rules and routines, Starting School, Halloween, Autumn, Black History Month, European Day of Languages, Space Week	Bonfire Night, Children in Need, Space Week, Mental Health Awareness, Remembrance Day, Advent, Christmas, Christmas Nativity, Diwali	Valentine's Day, Chinese New Year, Numbers Day, Safer Internet Day, International Mother Language Day, Pancake Day	World Book Day, Mother's Day, Eid World Art Day, Easter, British Science Week, World Poetry Day, International Day of Forests	International Museum Day, World Biscuit Day	Father's Day, Sports Day, Transition, World Environment Day, Refugee Week, World Food Safety Day
Key Texts Texts – Fiction and Non-Fiction	       	      	      	    	     	     

RE 	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
RSHE 	Handmade with Love I Am Me Head, Shoulder, Knees and Toes Ready Teddy?		Health, Wellbeing and Lifestyle Stepping Stones to Road Safety Healthy Eating and Table Manners		I Like, You Like, We all like All the feelings Let's Get Real Growing Up	

Personal, Social and emotional development 	- Recognise and talk about different emotions. - Follow classroom rules and routines with some reminders. Become more independent with daily routines. - Build positive relationships with peers and staff. - Use the toilet and wash hands independently. - Seek support from adults and gain confidence to speak to peers and adults.	- Use their own preferences to choose what they want to do. Can put on their own coat and become more confident with buttons and zips. Talk about how they are feeling and to consider others feelings. - Begin to take turns and share resources, developing patience and understanding. Understand the need to have rules. - Begin to develop friendships.	- Have a good understanding of the behaviour expectations and begin to guide others. Are proud of their achievements. - Be able to focus during longer whole class lessons. - Begin to show resilience and perseverance in the face of a challenge. - Be able to use taught strategies to support turn taking.	- Identify and moderate their own feelings socially and emotionally. Develop independence when dressing and undressing. - Can talk about healthy food choices and what makes them healthy. Listen to the ideas of other children and agree on a solution and compromise.	- Confident to try new things. - Be able to control their emotions using a range of techniques. - Manage own basic needs independently. - Dress independently. - Work as a group.	- Manages their behaviour in a range of situations. - Uses reason and resolutions when playing with others. Be able to show a 'can do' attitude. - Understand the importance of healthy food choices. Be able to have confidence to communicate with adults around the school.
Communication and Language 	- Beginning to listen to others in the setting. - Listens during story time and shows an interest in books being read to them.	- Listens more attentively on the carpet and during guided activities to the teacher and peers. - Can verbally retell a story.	Develops listening skills in a different situation, carpet time, phonics, assembly etc. Shows a good level of attention and concentration during	Maintains attention in different contexts. Shows attention to both adults and peers. Ask questions to clarify understanding	- Can follow a 3-part instruction. - Uses new knowledge and vocabulary during play. Understand a question such as who,	- Listens attentively to adults and peers. - Shows a good level of attention during learning tasks.

	- Understand how to listen carefully and know why it is important. - Speaks in simple sentences. Recites simple rhymes, songs and poems. - Talk in front of small groups and their teacher offering their own ideas.	- Understand a question how, where, when. - Use expression to communicate meaning. - Initiates conversations with peers and familiar adults Be able to have conversations with adults and peers with back-and-forth exchanges. Understand how and why questions. - Use new vocabulary throughout the day.	guided and independent activities. - Use talk to describe and explain during play. - Uses past tense. - Ask questions to find out more. - Talk in sentences using connectives.	and shows a good understanding of texts they have heard suing recall. - Uses talk to clarify their thinking and ideas. Speaks in well-formed sentences. - To engage in non-fiction books and to use new vocabulary in different contexts.	what, where, when, why and how. Use talk to explain how things work, what has happened and why. Uses speech to reason and solve problems with their peers.	- Retells a story showing a good understanding. - Understands and uses a wide range of vocabulary in their conversations and discussion. - Talk in sentences using a range of tenses.
	- Explicit teaching of Tier 2 vocabulary through texts - Repeated story language - Structured opportunities for talk partners - Oral storytelling and retelling - Use of subject-specific vocabulary					

Physical Development 	- Move safely in a space. - Use tripod grip when using mark making tools. - Develop scissor skills cutting around regular shapes. Form letters in their name correctly. - Shows Increasing independence fastening zips and doing buttons.	- Explore different ways to travel using equipment. - Accurately draw lines, circles and shapes to draw pictures. - Begin to learn correct letter formation and use these in their writing.	- Shows increasing control over a ball. - Continue to develop body strength, balance and coordination. - Handle scissors, pencil and glue effectively. - Develop correct letter formation.	- Jump and land safely from a height. - Negotiate space successfully and adjust speed and direction. - Use cutlery appropriately. - Form recognisable letters using an effective pencil grip.	- Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. - Hold scissors correctly and cut out small shapes. - Begin to use a tripod grip to draw and write accurately.	- Play by the rules and develop coordination. - Negotiates space and obstacles safely. - Use a range of small tools effectively. - To form letters correctly using a tripod grip.
Literacy 	- Engages and enjoys an increasing range of books. - Answer simple retrieval questions - Say what they think will happen next in a story. - Have an awareness of 5 concepts of print. - Names - Labels	- Acts out stories using recently introduced vocabulary. - Show that they have understood what has been read to them by answering how and why questions. - Write simple lists. - Link sounds to letters Use phonic knowledge to spell simple words.	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. Talk about the characters in the books they are reading. Use phonic knowledge to spell	- Sequence stories. Compare and contrast characters from stories. Use phonic knowledge to spell simple words and write simple captions. Read and write high frequency words. - Focus: Recipes/Instructions	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Use phonics to spell. - Write simple sentences. Read and	- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems - Able to answer a range of questions about what they have read. - Use phonics to spell words and write sentences. Use Phonic

	- Hear and say sounds in VC & CVC words. - Link sounds with letters. - Focus: Name CVC words	- Form letters with care. - Sequence stories. - Focus: Name CVC words List/labels	simple words and write simple captions. Focus: List/labels Captions	Captions	write high frequency words. Focus: Story Writing Sentences	knowledge to read their own work out aloud. - Read and write high frequency words. - Write simple narratives using their own ideas. - Innovate and adapt familiar stories. - Write simple information texts linked to their learning. - Write independent sentences using their phonic knowledge. - Focus: Post cards Recount
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Phonics 	Sounds Write Units 1-4	Sounds Write Units 5-7	Sounds Write Units 8-10	Sounds Write Unit 11	Sounds Write Unit 11	Sounds Write Bridging Unit
Handwriting 	Dots Straight lines and crosses Circles Waves Loops and bridges Joined straight lines	Angled patterns Eights Spirals Left-to-right orientation Mix of patterns Review of patterns	Introducing long-legged giraffe letters: l Introducing long-legged giraffe letters: i Introducing long-legged giraffe letters: u, t Introducing long-legged giraffe letters: j, y Practising all the long-legged giraffe letters: l, i, t, u, j, y Introducing one-armed robot letters: r	Practising one-armed robot letters: b, n Practising one-armed robot letters: h, m Practising one-armed robot letters: k, p Practising all the one-armed robot letters: r, b, n, h, m, k, p Practising all the long-legged giraffe and one-armed robot letters Reviewing all the long-legged giraffe and one-armed robot letters	Introducing curly caterpillar letters: c Practising curly caterpillar letters: a, d Practising curly caterpillar letters: o, s Practising curly caterpillar letters: g, q Practising curly caterpillar letters: e, f Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f	Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters Introducing zig-zag monster letters: z Practising zig-zag monster letters: v, w, x Practising all the zig-zag monster letters: z, v, w, x Practising all the curly caterpillar and zig-zag monster letters Reviewing all the curly caterpillar and zig-zag monster letters
Mathematics	Match, Sort and Compare - Matching objects - Sorting by different attributes	1, 2, 3, 4, 5 - Counting to 5 - Representing numbers to 5	Introducing Zero Understanding zero as representing nothing	6, 7, 8 Counting, ordering and	Building 9 and 10 - Composition of 9 and 10 - Number bonds within 10	First, Then, Now - Early subtraction concepts - Exploring change over time

	- Comparing groups - Identifying similarities and differences Talk About Measure and Pattern - Comparing size, length and capacity - Exploring and creating patterns - Spotting patterns in the environment It's Me 1, 2, 3 - Counting to 3 - Recognising and representing numbers 1-3 - Subitising to 3 - Comparing quantities to 3 Circles and Triangles - Recognising circles and triangles - Exploring shape properties - Using shapes in construction and pictures	- Comparing quantities within 5 - Understanding one more and one less Shapes with 4 Sides - Squares and rectangles - Identifying and describing properties - Comparing shapes Alive in 5! - Deepening understanding of numbers to 5 - Composition of numbers to 5 - Number bonds within 5 Mass and Capacity - Comparing weight - Comparing capacity - Using mathematical language such as heavier, lighter, full and empty	- Comparing zero with other numbers Comparing Numbers to 5 - More than - Less than - Equal to Composition of 4 and 5 - Exploring different ways numbers can be made - Number bonds to 5 Compare Mass and Capacity - Further investigations into weight and capacity - Practical measuring experiences	representing numbers 6-8 - Comparing numbers within 8 Making Pairs - Odd and even through practical activities - Doubling Combining Two Groups - Early addition - Finding totals by combining sets Length, Height and Time - Comparing length and height - Sequencing events - Understanding daily routines and time language	- Comparing numbers to 10 Explore 3D Shapes - Naming and identifying 3D shapes - Exploring shape properties Pattern - Repeating patterns - Extending and creating patterns Counting Beyond 10 - Counting forwards and backwards beyond 10 - Understanding the counting pattern	Find My Pattern - Number patterns - Relationships between numbers On the Move - Positional language - Spatial reasoning - Maps and routes Deepening Understanding - Applying number knowledge to problem-solving - Revisiting and securing learning to 10 and beyond
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Understanding of the World  	- Understand and describe how the seasons can affect the natural world and how things grow e.g. acorns and conkers are found in autumn and some trees have no leaves in winter. - Know there are different types of housing. - Understand they live in Newton Aycliffe. With help, locate Newton Aycliffe on a globe and map.	- Learn about the solar system and stars. - Learn about space travel. Explore collections of different materials with similar and different properties. - Name some common natural and man-made materials, e.g. sand, wood, glass, brick, plastic, clay, fabric etc with adult support. Describe and	- Talk about the lives of people around them. - Talk about features of the environment they are in and learn about the different environments. - Compare life in the past and present	- Make close observations of plants in the natural world, make comparisons and identify similarities and differences. - Understand what plants need to survive and grow healthily (water, light and warmth). - Use the correct basic scientific vocabulary to describe parts of plants. - Understand through books and observations	- Understand how animals and humans grow and change over time. Use the correct basic scientific vocabulary to describe parts of their bodies and animals. - Through books and observations understand that animals change. Explore animals in the natural world, making	- Explore how things work. Explore and talk about different forces they can feel. - Know that there are many countries around the world. Know that people in other countries may speak different languages - Know that people around the world have different religions. - Look at objects from the past and comment on
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	• Know where the local town centre shops, school and Church are. • Know why there is a need for shops, schools, churches, etc. Understand there are different places on the globe (land and water) • Know that the name of the sea where we live is the North Sea. Know about their own life story and know they have changed. Know about features of the immediate environment. • Explore and ask questions about the natural environment around them • Talk about past and present events in their lives • Use technology to find information, create content and support learning • Talk about significant people	• make comparisons between materials. • Experiment with making changes to materials. Ask and answer 'how' and 'why' questions such as how things happened and how things work • Classify objects according to their properties • Know some similarities and differences between things in the past and now • Know about the past through settings, characters. • Compare life in the past and present • Explore similarities and differences between communities		• that plants change, and I explain a range of lifecycles. • Understand how plants grow and change. Explore plants in the natural world, making observations and drawings of plants • Know that people around the world have different religions. • Talk about significant people • Investigate and make predictions during scientific enquiry	• observations and drawings. • Make close observations of animals in the natural world. I make • comparisons and identify • similarities and differences • Investigate and make predictions during scientific enquiry	• appearance with adult prompts. • Explore similarities and differences between communities • Use technology to find information, create content and support learning • Talk about significant people
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Expressive Arts and Design 	• Recall some information about artists encountered in class teaching and adult directed activities • Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork. Identify colours, objects and shapes in the artwork. • Discuss their own artwork using simple language. • Paint simple shapes and images that can be recognised or explained by the child Begin to represent their ideas and feelings through art. • Use mixed media to create simple 3-d sculptures.
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	- Experiment mixing with colours. Sing and perform nursery rhymes. - Use pre-made stamps & found objects to explore printmaking. Notice and continue simple patterns (ABAB).	- Experiment with different textures. - Experiment with different instruments and their sounds.	- Safely explore different techniques for joining materials. - Create narratives based around stories.	Make props and costumes for different role play scenarios. Move in time to the music.	- Explore and use a variety of artistic effects to express their ideas and feelings. - Play an instrument following a musical pattern.	- To share creations, talk about process and evaluate their work. - Use junk objects to create their own designs. - Make to create an outcome. Begin to consider how to join materials together. - Invent their own narratives, stories and poems.
Roleplay Areas	Home Corner	Santa's Workshop/ Post Office	Theatre/Castle	Garden Centre	Pizza Shop/ Farm shop	Travel Agents/Airport
Possible Visits Events	Library Visit	Pantomime	Castle Visit	Observe life cycle of butterflies/ chicks Forest Visit	Farm Visit	Travel Agency Visit Seaside Visit
Home/School links	Parents phonics meeting Stay and play	Nativity Performance Stay and play	Stay and play	Easter Stay and Play	Stay and Play	Sports Day Stay and play