



## Ditchling St Margaret's Primary and Nursery School

# Reception Medium Term Plan





| Term                                  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Autumn 2      | Spring 3     | Spring 4            | Summer 5             | Summer 6   |
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| Topic                                 | All about Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Out and About | Back in Time | Through the Keyhole | Whatever the Weather | Ship Ahoy! |
| Characteristics of Effective Learning | <p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to make sense of the world.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |              |                     |                      |            |
| Overarching Principles                | <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>PLAY:</b> Real play should be from the child and for the child. It should be open-ended, given opportunities for self-chosen challenges, offer limitless possibilities and endless interpretations. At Ditchling, we are passionate about keeping children in their world of wonder for as long as possible, and we want our children to experience joy and wonder throughout their time with us.</p> <p>“Living life in all its fullness” John 10:10</p> |               |              |                     |                      |            |



# RECEPTION MEDIUM TERM PLAN



| Term 1- All About Me                                                              |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                 |                                                                                                                                                                                                                                    |                                                                                                                                                                                                    |                                                                                                                                                                                                                        |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |
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|                                                                                   |                                                                                                                                                                                                                                                                                                                          | Settling in<br>Routines & Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Settling in<br>Routines & Expectations                                                                                                                          | Reception Baseline<br>Meet the Teacher                                                                                                                                                                                             | Reception Baseline<br>Languages day                                                                                                                                                                | Reception Baseline<br>National Poetry day<br>Black history month                                                                                                                                                       | Language link & Neli assessments                                                                                                                                                                                       | Language link & Neli assessments<br>Children in the community morning                                                                                                                                                                | Language link & Neli assessments<br>Diwali<br>Parents evenings<br>Harvest Festival at Church                                                                                                       |
| Area of Learning                                                                  | Development Matters                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                 |                                                                                                                                                                                                                                    |                                                                                                                                                                                                    |                                                                                                                                                                                                                        |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |
| Communication & Language                                                          | <p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> | <p>Communication and language runs through all the areas of learning across the whole year.</p> <p>Adults model speaking and listening, and scaffold children's language so that they become effective communicators.</p> <p>New vocabulary is shared daily to broaden children's knowledge and understanding.</p> <p>We have daily story time sessions and learning is planned around themes that are linked to good quality texts.</p> <p>Children are supported with listening and attention through games, stories, group work, whole class teaching and play.</p> <p>Adults provide a safe learning environment so that children feel secure to comment and question things.</p> <p>Adults also provide a language rich environment and opportunities for children to express their ideas through play and discussion.</p> <p>Communication and language is promoted in every lesson and through continuous provision.</p> <p>Adults are skilled in providing high quality interactions to support children's learning, which is responsive to ages and stages of development.</p> |                                                                                                                                                                 |                                                                                                                                                                                                                                    |                                                                                                                                                                                                    |                                                                                                                                                                                                                        |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |
| Personal, Social & Emotional Development                                          | <p>Manage their own needs</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>                                                                                                                 | <p>School tours per group</p> <p>Learning about our school values</p> <p>Behaviour regulation- zones of regulation introduction</p> <p>Getting to know each other</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Modelling play and use of continuous provision</p> <p>Sharing and taking turns</p> <p>Understanding feelings- The Colour Monster</p> <p>NSPCC PANTS rule</p> | <p><u>Being me in my world:</u><br/>Who...me?</p> <p><b>LO:</b> I understand how it feels to belong and that we are similar and different.</p> <p><b>Vocabulary</b><br/>Chime<br/>Jigsaw Jeni<br/>Jerrie Cat<br/>Stop<br/>Tidy</p> | <p><u>Being me in my world:</u><br/>How am I feeling today?</p> <p><b>LO:</b> I can start to recognise and manage my feelings</p> <p><b>Vocabulary</b><br/>Happy<br/>Sad<br/>Angry<br/>Excited</p> | <p><u>Being me in my world:</u><br/>Being at School</p> <p><b>LO:</b> I enjoy working with others to make school a good place to be</p> <p><b>Vocabulary</b><br/>Taking turns<br/>Sharing<br/>Nervous<br/>Feelings</p> | <p><u>Being me in my world:</u><br/>Gentle hands</p> <p><b>LO:</b> I understand why it is good to be kind and use gentle hands</p> <p><b>Vocabulary</b><br/>Kind<br/>Gentle<br/>Friend<br/>Sharing<br/>Turn taking</p> | <p><u>Being me in my world:</u><br/>Our Rights</p> <p><b>LO:</b> I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p><b>Vocabulary</b><br/>Rights<br/>Learn<br/>Share</p> | <p><u>Being me in my world:</u><br/>Our responsibilities</p> <p><b>LO:</b> I am learning what being responsible means</p> <p><b>Vocabulary</b><br/>Responsible<br/>Responsibilities<br/>Choice</p> |



# RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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| <b>Physical Development</b> | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Further develop the skills they need to manage the school day successfully.</p> <p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Further develop and refine a range of ball skills</p> | <p>Trim Trail</p> <p>Playground</p> <p>Reception outdoor space</p>                                                                   | <p>Dough disco</p> <p>Trim Trail</p> <p>Playground</p> <p>Reception outdoor space</p>                                                                                       | <p>Dough disco</p> <p><u>Introduction to PE unit 2</u></p> <p><b>Theme:</b> people who help us</p> <p><b>LO:</b> To move around safely in space</p> <p><u>Games Unit 1</u></p> <p><b>Theme:</b> cars</p> <p><b>LO:</b> To work safely and develop running and stopping.</p> | <p>Dough disco</p> <p><u>Introduction to PE unit 2</u></p> <p><b>Theme:</b> friends and family</p> <p><b>LO:</b> To follow instructions and stop safely.</p> <p><u>Games Unit 1</u></p> <p><b>Theme:</b> aeroplanes</p> <p><b>LO:</b> To develop throwing and learn how to keep score.</p> | <p>Dough disco</p> <p><u>Introduction to PE unit 2</u></p> <p><b>Theme:</b> houses and homes</p> <p><b>LO:</b> To stop safely and develop control when using equipment.</p> <p><u>Games Unit 1</u></p> <p><b>Theme:</b> cyclists</p> <p><b>LO:</b> To play games showing an understanding of the different roles within it.</p> | <p>Dough disco</p> <p><u>Introduction to PE unit 2</u></p> <p><b>Theme:</b> morning time</p> <p><b>LO:</b> To follow instructions and play safely as a group.</p> <p><u>Games Unit 1</u></p> <p><b>Theme:</b> buses</p> <p><b>LO:</b> To follow instructions and move safely when playing tagging games.</p> | <p>Dough disco</p> <p><u>Introduction to PE unit 2</u></p> <p><b>Theme:</b> at the shops</p> <p><b>LO:</b> To follow a path and take turns.</p> <p><u>Games Unit 1</u></p> <p><b>Theme:</b> boats</p> <p><b>LO:</b> To work co-operatively and learn to take turns.</p> | <p>Dough disco</p> <p><u>Introduction to PE unit 2</u></p> <p><b>Theme:</b> dinner time</p> <p><b>LO:</b> To work co-operatively with a partner.</p> <p><u>Games Unit 1</u></p> <p><b>Theme:</b> trains</p> <p><b>LO:</b> To work with others to play team games.</p> |
| <b>Phonics</b>              | <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>Read some letter groups that each represent one sound and say sounds for them</p>                                                                                                                                                                           | <p>Songs and rhymes</p> <p>Stories</p> <p>Distinguishing environmental sounds</p>                                                    | <p>Introduce RWI signals and expectations</p> <p>Refer to 'Making a Strong Start' document (The commencement and pace of phonics teaching may vary depending on cohort)</p> | <p>RWI phonics m/a/s/d/t</p> <p>Fred games</p> <p>Letter formation</p>                                                                                                                                                                                                      | <p>RWI phonics i/n/p/g/o</p> <p>Word time 1</p> <p>Fred games</p> <p>Letter formation</p>                                                                                                                                                                                                  | <p>RWI phonics c/k/u/b/</p> <p>Word time 2</p> <p>Fred games</p> <p>Letter formation</p>                                                                                                                                                                                                                                        | <p>RWI phonics f/e/l/h/sh</p> <p>Word time 3</p> <p>Fred games</p> <p>Letter formation</p> <p>Fred Fingers</p>                                                                                                                                                                                               | <p>RWI phonics ck/r/j/v/y/w</p> <p>Word time 4</p> <p>Letter formation</p> <p>Fred Fingers</p>                                                                                                                                                                          | <p>RWI phonics th/z/ch/qu/x/ng/nk</p> <p>Word time 5</p> <p>Letter formation</p> <p>Fred Fingers</p>                                                                                                                                                                  |
| <b>Writing</b>              | <p>Form lower-case and capital letters correctly</p>                                                                                                                                                                                                                                                                                                                                                                                          | <p>To correctly hold a pencil using a tripod grip.</p> <p>Ascribe meaning to marks</p> <p>To write my name in lowercase letters.</p> |                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                       |
| <b>Drawing Club</b>         | <p>Understand how to listen carefully and why listening is important.</p>                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                      | <p>Monkey Puzzle</p> <p>Vocabulary</p>                                                                                                                                      |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                            | <p>Gingerbread Man</p> <p>Vocabulary</p>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                              | <p>Once upon a time</p> <p>Vocabulary</p>                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                       |



# RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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|             | <p>Learn new vocabulary.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Begin to show accuracy and care when drawing</p> |  | <p>Lost</p> <p>Worried</p> <p>Frustrated</p> <p>Delighted</p> <p>Compassion</p> <p>Hilarious</p> |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Baking</p> <p>Delicious</p> <p>Dash</p> <p>Sly</p> <p>Chase</p> <p>Triumphant</p>                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Fantasy</p> <p>Magical</p> <p>Quest</p> <p>Transformation</p> <p>Kingdom</p> <p>Curse</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                            |
| Mathematics | <p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p>                                   |  |                                                                                                  | <p><b>Subitising</b><br/><u>Lesson 1</u><br/>Subitise 1 &amp; 2<br/><u>Lesson 2</u><br/>Subitise within 3.<br/>Make and describe spatial patterns with 3 dots.<br/><u>Lesson 3</u><br/>Represent quantities on their fingers in different ways.<br/><u>Lesson 4</u><br/>Identify sub-groups of 1, 2 and 3 within larger arrangements.</p> | <p><b>Counting Skills</b><br/><u>Lesson 1</u><br/>Hear and join in with the counting sequence to 5, including using songs and rhymes<br/>See that counting is useful because it tells us 'how many'<br/>See that the last number in the count tells us 'how many altogether' (cardinality).<br/><u>Lesson 2</u><br/>Practise counting each object, action or sound once and only once.<br/><u>Lesson 3</u><br/>Experience counting sounds<br/><u>Lesson 4</u><br/>Record the results of their count</p> | <p><b>Explore how all numbers are made of 1s</b><br/><u>Lesson 1</u><br/>Know that 2 is made of 1 and 'another 1'<br/>Make their own collections of 2 objects and identify the '1 and another 1' within them.<br/><u>Lesson 2</u><br/>Identify when a collection is composed of 3 objects<br/>Produce their own collection of 3.<br/><u>Lesson 3</u><br/>Identify when a collection is composed of 3 objects<br/>Produce their own collection of 3.<br/><u>Lesson 4</u></p> | <p><b>Subitise objects and sounds</b><br/><u>Lesson 1</u><br/>Subitise arrangements of 2 and 3.<br/>Practise making 2s and 3s with their fingers.<br/>Subitise auditory patterns up to 3.<br/><u>Lesson 2</u><br/>Subitise auditory patterns up to 3.<br/>Identify when a small collection is rearranged or the quantity changed.<br/><u>Lesson 3</u><br/>Show small quantities on their fingers.<br/>Use positional language to describe patterns of 4.<br/><u>Lesson 4</u><br/>Use positional language to describe patterns of 4.</p> | <p><b>Comparison of sets. Use language of comparison: <i>more than &amp; fewer than</i></b><br/><u>Lesson 1</u><br/>Represent a given number on their fingers without looking.<br/>Compare 2 sets of objects and say which is 'more than'.<br/><u>Lesson 2</u><br/>Represent a given number on their fingers without looking.<br/>Compare 2 sets of objects and say which is 'more than'.<br/><u>Lesson 3</u><br/>Compare 2 sets of objects and say which is 'more than' or 'fewer than'.<br/><u>Lesson 4</u><br/>Compare 2 sets of objects and say which is 'more than' or 'fewer than'</p> | <p><b>Shape: Circle and triangles</b><br/><u>Lesson 1</u><br/>Identify and name circles and triangles<br/><u>Lesson 2</u><br/>Compare circles and triangle<br/><u>Lesson 3</u><br/>Shapes in the environment<br/><u>Lesson 4</u><br/>Describe position</p> |



# RECEPTION MEDIUM TERM PLAN



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|                                |                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          | Identify when a collection is composed of 3 or NOT 3.<br>See that 4 can be made with four 1s.                                                                                                                                                                                                                                                                       | Make patterns showing 4.                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                        |
| <b>Understanding the World</b> | <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>           |  | <p><b>Geography:</b><br/>How can I make a map of my world?</p> <p>Tracks and tracking</p> <p><b>Vocabulary</b><br/>Hand<br/>foot<br/>print<br/>mark<br/>plant<br/>animal<br/>wildlife tracks<br/>tree<br/>oak<br/>paw<br/>hoof<br/>impression</p> | <p><b>Geography:</b><br/>How can I make a map of my world?</p> <p>Drawing my route to school</p> <p><b>Vocabulary</b><br/>Home walk<br/>Car<br/>Road<br/>Street<br/>Left<br/>Right<br/>straight on<br/>behind<br/>and then<br/>shop<br/>building<br/>school<br/>tree<br/>park<br/>crossing<br/>route journey<br/>direction landmark</p> | <p><b>Geography:</b><br/>How can I make a map of my world?</p> <p>Exploring and making meaning from maps</p> <p><b>Vocabulary</b><br/>Road<br/>House<br/>Car<br/>Shop<br/>Sea<br/>Map<br/>Route<br/>Symbol<br/>Surroundings<br/>Town<br/>Countryside<br/>Environment</p> | <p><b>Forest school</b><br/><u>Nature Wreaths</u><br/>LO: To create an autumnal wreath using natural found objects.<br/>To experiment with different ways to join materials.</p> <p><b>Vocabulary</b><br/>acorns<br/>autumn<br/>berries<br/>conkers<br/>deciduous<br/>evergreen<br/>mushrooms<br/>pinecones<br/>seed pods<br/>wreath</p> <p>(Activity may vary)</p> | <p><b>Science</b><br/>Exploring our Senses- body parts</p> <p><b>Vocabulary</b><br/>Smell<br/>Touch<br/>See<br/>Hear<br/>Taste<br/>Nose<br/>Mouth<br/>Skin<br/>Eyes<br/>Ears<br/>Tongue<br/>Hands<br/>Face<br/>Head<br/>Feel<br/>Sound<br/>Sight<br/>Sense</p> | <p><b>Science</b><br/>Exploring our Senses- The senses</p> <p><b>Vocabulary</b><br/>Smell<br/>Touch<br/>See<br/>Hear<br/>Taste<br/>Nose<br/>Mouth<br/>Skin<br/>Eyes<br/>Ears<br/>Tongue<br/>Hands<br/>Face<br/>Head<br/>Feel<br/>Sound<br/>Sight<br/>Sense</p> | <p><b>Computing:</b><br/><u>E-safety</u><br/><u>Self-Image and identity</u><br/>LO: To recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> |
| <b>RE</b>                      | <p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> |  |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                         | <p><b>God/Creation:</b><br/>Why is the word God so important to Christians?<br/><u>The creation story</u><br/>LO: To explore the story of creation<br/>Floor book and display of the creation story</p>                                                                  | <p><b>God/Creation:</b><br/>Why is the word God so important to Christians?<br/><u>The creation songs</u><br/>LO: To learn and song new songs as a class</p>                                                                                                                                                                                                        | <p><b>God/Creation:</b><br/>Why is the word God so important to Christians?<br/><u>Harvest</u><br/>LO: To Explore why harvest is important</p>                                                                                                                 | <p><b>God/Creation:</b><br/>Why is the word God so important to Christians?<br/><u>The creation story</u><br/>LO: To retell and reflect on the creation story</p>                                                                                              | <p><b>Diwali</b><br/>LO: To explore Diwali<br/>Learn about the Hindu festival of light.<br/>Floor book rangoli patterns.</p> <p><b>Vocabulary</b><br/>Rama<br/>Sita<br/>Rangoli<br/>Festival<br/>Ravana<br/>Lakshmi<br/>Diya Lamps</p>                                 |



## RECEPTION MEDIUM TERM PLAN



Kindness



Respect



Perseverance

'Living life in all its fullness' John 10:10

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| Expressive Arts<br>& Design | Sing in a group or on their own, increasingly matching the pitch and following the melody<br><br>Explore and engage in music making and dance, performing solo or in groups.<br><br>Listen attentively, move to and talk about music, expressing their feelings and responses.<br><br>Begin to show accuracy and care when drawing |  | <p><b>ART</b><br/>Mark making with wax crayons</p> <p>LO: To investigate marks and patterns made by different textures</p> <p><b>Music</b><br/>Vocal sounds<br/>LO: To explore using voices to make a variety of sounds</p> | <p><b>ART</b><br/>Mark Making with felt tips</p> <p>LO: To explore mark making with felt tips</p> <p><b>Music</b><br/>Body sounds<br/>LO: To explore how to use our bodies to make sounds</p> | <p><b>ART</b><br/>Mark making with chalk</p> <p>LO: To explore mark making with chalks.</p> <p><b>Music</b><br/>Instrumental sounds<br/>LO: To explore the sounds of different instruments</p> | <p><b>ART</b><br/>Mark making with pencils</p> <p>LO: To explore mark making with pencils.</p> <p><b>Music</b><br/>Environmental sounds<br/>LO: To identify sounds in the environment and differentiate between them</p> | <p><b>ART</b><br/>Drawing faces</p> <p>LO: To create a simple observational drawing</p> <p><b>Music</b><br/>Nature sounds<br/>LO: To use voices to imitate nature sounds</p> | <p><b>ART</b><br/>Drawing faces in colour</p> <p>LO: To use a variety of colours and materials to create a self-portrait.</p> | Cooking: Gingerbread Biscuits |
|                             |                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                             |                                                                                                                                                                                               |                                                                                                                                                                                                |                                                                                                                                                                                                                          |                                                                                                                                                                              |                                                                                                                               |                               |



# RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

| Term 2- Out & About                                                               |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                                        |                                                                                                                                                                                           |                                                                                                                                                             |                                                                                                                                                                                                             |                                      |
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|  |                                                                                                             | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Week 2                                                                                                                                                                                        | Week 3                                                                                                                                                                                 | Week 4                                                                                                                                                                                    | Week 5                                                                                                                                                      | Week 6                                                                                                                                                                                                      | Week 7                               |
|                                                                                   |                                                                                                             | Forest School<br>Bonfire night<br>Remembrance day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Maths week<br>World kindness day<br>Children in need                                                                                                                                          |                                                                                                                                                                                        | St Andrew's day                                                                                                                                                                           | Nativity                                                                                                                                                    |                                                                                                                                                                                                             | Xmas jumper day<br>Church<br>Hanukah |
| Area of Learning                                                                  | Development Matters                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                                        |                                                                                                                                                                                           |                                                                                                                                                             |                                                                                                                                                                                                             |                                      |
| Communication & Language                                                          | Understand how to listen carefully and why listening is important.                                          | <p>Communication and language runs through all the areas of learning across the whole year.</p> <p>Adults model speaking and listening, and scaffold children's language so that they become effective communicators.</p> <p>New vocabulary is shared daily to broaden children's knowledge and understanding.</p> <p>We have daily story time sessions and learning is planned around themes that are linked to good quality texts.</p> <p>Children are supported with listening and attention through games, stories, group work, whole class teaching and play.</p> <p>Adults provide a safe learning environment so that children feel secure to comment and question things.</p> <p>Adults also provide a language rich environment and opportunities for children to express their ideas through play and discussion.</p> <p>Communication and language is promoted in every lesson and through continuous provision.</p> <p>Adults are skilled in providing high quality interactions to support children's learning, which is responsive to ages and stages of development.</p> |                                                                                                                                                                                               |                                                                                                                                                                                        |                                                                                                                                                                                           |                                                                                                                                                             |                                                                                                                                                                                                             |                                      |
|                                                                                   | 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.                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                                        |                                                                                                                                                                                           |                                                                                                                                                             |                                                                                                                                                                                                             |                                      |
| Personal Social and Emotional Development                                         | See themselves as a valuable individual.                                                                    | <u>Celebrating Difference</u><br>What am I good at?<br><b>LO:</b> I can identify something I am good at and understand everyone is good at different things<br><b>Vocabulary:</b><br>Proud<br>Happy<br>Special                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <u>Celebrating Difference</u><br>I'm special, I'm me!<br><b>LO:</b> I understand that being different makes us all special<br><b>Vocabulary:</b><br>Special<br>Unique<br>Different<br>Similar | <u>Celebrating Difference</u><br>Families<br><b>LO:</b> I know we are all different but the same in some ways<br><b>Vocabulary:</b><br>Family<br>Unique<br>Similarities<br>Differences | <u>Celebrating Difference</u><br>Homes<br><b>LO:</b> I can tell you why I think my home is special to me<br><b>Vocabulary:</b><br>Family<br>Unique<br>Similarities<br>Differences<br>Home | <u>Celebrating Difference</u><br>Making friends<br><b>LO:</b> I can tell you how to be a kind friend<br><b>Vocabulary:</b><br>Kind<br>Friendship<br>Friends | <u>Celebrating Difference</u><br>Standing up for yourself<br><b>LO:</b> I know which words to use to stand up for myself when someone says or does something unkind<br><b>Vocabulary:</b><br>Kind<br>Unkind |                                      |
|                                                                                   | Build constructive and respectful relationships.                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                                        |                                                                                                                                                                                           |                                                                                                                                                             |                                                                                                                                                                                                             |                                      |
|                                                                                   | Express their feelings and consider the feelings of others.                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                                        |                                                                                                                                                                                           |                                                                                                                                                             |                                                                                                                                                                                                             |                                      |
|                                                                                   | Think about the perspectives of others.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                                        |                                                                                                                                                                                           |                                                                                                                                                             |                                                                                                                                                                                                             |                                      |
| Physical Development                                                              | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. | Dough disco<br><br><u>Fundamentals Unit 2</u><br><b>Theme:</b> at the circus<br><b>LO:</b><br>To develop balancing.<br><br><u>Yoga</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Dough disco<br><br><u>Fundamentals Unit 2</u><br><b>Theme:</b> on safari<br><b>LO:</b> To develop running and stopping.<br><br><u>Yoga</u>                                                    | Dough disco<br><br><u>Fundamentals Unit 2</u><br><b>Theme:</b> under the sea<br><b>LO:</b> To develop changing direction.<br><br><u>Yoga</u>                                           | Dough disco<br><br><u>Fundamentals Unit 2</u><br><b>Theme:</b> Space explorers<br><b>LO:</b> To develop jumping.<br><br><u>Yoga</u>                                                       | Dough disco<br><br><u>Fundamentals Unit 2</u><br><b>Theme:</b> at the farm<br><b>LO:</b> To develop hopping.<br><br><u>Yoga</u>                             | Dough disco<br><br><u>Fundamentals Unit 2</u><br><b>Theme:</b> into the woods<br><b>LO:</b> To explore different ways to travel using equipment.<br><br><u>Yoga</u>                                         | Dough disco                          |
|                                                                                   | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                                        |                                                                                                                                                                                           |                                                                                                                                                             |                                                                                                                                                                                                             |                                      |



## RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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|              | <p>future physical education sessions and other physical disciplines.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>                                        |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                          |                                                                                                                                                        |                                                                                                                                                      |                                                                                                                             |                                                                                                                             |                                                                                                                             |
| Phonics      | <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>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words</p> | <p>RWI phonics assessment</p> <p>Re-teach set 1 gaps</p> <p>Blending</p> <p>Word building</p> <p>Teach set 2 when ready</p>                                                                                                                                                                                          | <p>RWI phonics assessment</p> <p>Re-teach set 1 gaps</p> <p>Blending</p> <p>Word building</p> <p>Teach set 2 when ready</p>              | <p>RWI phonics assessment</p> <p>Re-teach set 1 gaps</p> <p>Blending</p> <p>Word building</p> <p>Teach set 2 when ready</p>                            | <p>RWI phonics assessment</p> <p>Re-teach set 1 gaps</p> <p>Blending</p> <p>Word building</p> <p>Teach set 2 when ready</p>                          | <p>RWI phonics assessment</p> <p>Re-teach set 1 gaps</p> <p>Blending</p> <p>Word building</p> <p>Teach set 2 when ready</p> | <p>RWI phonics assessment</p> <p>Re-teach set 1 gaps</p> <p>Blending</p> <p>Word building</p> <p>Teach set 2 when ready</p> | <p>RWI phonics assessment</p> <p>Re-teach set 1 gaps</p> <p>Blending</p> <p>Word building</p> <p>Teach set 2 when ready</p> |
| Writing      | <p>Form lower-case and capital letters correctly</p>                                                                                                                                                                                                                                                         | <p><i>To correctly hold a pencil using a tripod grip.</i></p> <p><i>To write my name in lowercase letters.</i></p> <p><i>To write initial sounds to label pictures.</i></p> <p><i>To write CVC words to label pictures using a sound mat.</i></p> <p><i>I put my finger under each word to check the sounds.</i></p> |                                                                                                                                          |                                                                                                                                                        |                                                                                                                                                      |                                                                                                                             |                                                                                                                             |                                                                                                                             |
| Drawing Club | <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>                                                                                         | <p>Burglar Bill</p> <p><b>Vocabulary</b></p> <p>Thief</p> <p>Lurk</p> <p>Selfish</p> <p>Apology</p> <p>Honest</p> <p>Investigate</p>                                                                                                                                                                                 | <p>Trap door</p> <p><b>Vocabulary</b></p> <p>Unusual</p> <p>Unimaginable</p> <p>Gloomy</p> <p>Ghoul</p> <p>Intrigue</p> <p>Petrified</p> | <p>Barry the Fish with fingers</p> <p><b>Vocabulary</b></p> <p>Proud</p> <p>Different</p> <p>Jealous</p> <p>Peril</p> <p>Liberate</p> <p>Celebrate</p> | <p>The Jolly Postman</p> <p><b>Vocabulary</b></p> <p>Deliver</p> <p>Joyous</p> <p>Cackle</p> <p>Journey</p> <p>Correspondence</p> <p>Celebration</p> |                                                                                                                             |                                                                                                                             |                                                                                                                             |



# RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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|                                | Hold a pencil effectively in preparation for fluent writing – using the tripod grip.<br><br>Begin to show accuracy and care when drawing                                                                                                                                                                                     |                                                                                                                 |                                                                                                                                             |                                                                                                                                                                                      |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                      |
| <b>Mathematics</b>             | Count objects, actions and sounds.<br><br>Link the number symbol (numeral) with its cardinal number value.<br><br>Compare numbers.<br><br>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i> , just as numbers can.<br><br>Continue, copy and create repeating patterns. | Counting skills<br><br>Five-ness of 5                                                                           | Comparison of sets- by matching<br><br>Use language of comparison: <i>more than, fewer than, an equal number</i>                            | Explore the concept of whole and part                                                                                                                                                | Focus on the comparison of 3, 4 and 5                                                                                                                                                                                                         | Practise object counting skills<br><br>Match numerals to quantities within 10<br><br>Verbal counting beyond 20                                                                                                                                                        | <b>Shapes with 4 sides</b><br><u>Lesson 1</u><br>Identify and name shapes with 4 sides<br><u>Lesson 2</u><br>Combine shapes with 4 sides<br><u>Lesson 3</u><br>Shapes in the environment<br><u>Lesson 4</u><br>My day and night | <b>Pattern</b><br><u>Lesson 1</u><br>Explore simple patters.<br>Copy and continue simple patterns<br><u>Lesson 2</u><br>Identify complex patterns<br><u>Lesson 3</u><br>Copy and continue patterns<br><u>Lesson 4</u><br>Patterns in the environment |
| <b>Understanding the World</b> | Explore the natural world around them.<br><br>Understand that some places are special to members of their community.<br><br>Recognise some similarities and differences between life in this country and life in other countries.<br><br>Recognise some environments that are different to the one in which they live.       | <b>Forest School</b><br><u>Creating art in Nature</u><br><br><u>Bonfire night</u><br><br><u>Remembrance day</u> | <b>Science</b><br>Light & Dark<br><br>Light sources<br><br><b>Vocabulary</b><br>Light<br>Dark<br>Dim<br>Bright<br>Shadow<br>Cave<br>Reflect | <b>Science</b><br>Light & Dark<br><br>Light safety and Bonfire safety<br><br><b>Vocabulary</b><br>Safe<br>Burn<br>Bright<br>Dangerous<br>Emergency services<br>Light sources<br>Heat | St Andrew's day<br><br><b>Geography</b><br>What different features can I see in Ditchling?<br><br>Map the school grounds<br><br><b>Vocabulary</b><br>Location<br>Position<br>Route<br>Environment<br>Surroundings<br>Near<br>Faraway<br>Close | <b>Geography</b><br>What different features can I see in Ditchling?<br><br>Mapping Ditchling<br><br><b>Vocabulary</b><br>Map<br>Route<br>Locality<br>Physical features<br>Human features<br>Satellite photograph<br>Fieldwork<br>Shop<br>Post Office<br>Field<br>Farm | <b>Geography</b><br>What different features can I see in Ditchling?<br><br>Map my world<br><br><b>Vocabulary</b><br>Village<br>Town<br>City<br>Land<br>Water<br>Sea<br>Continent<br>Ocean<br>Globe<br>world map<br>Country      | <b>Computing:</b><br><u>E-safety</u><br><u>Online Bullying</u><br>LO: To describe ways that some people can be unkind online.<br>Offer examples of how this can make others feel.                                                                    |



# RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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|                          |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                             | Distant<br>Satellite photograph<br>Aerial<br>Road<br>Physical feature<br>Natural<br>Human feature                                                                                           | Hedgerow<br>Church<br>Pub                                                                                                                                                                                                                                                                                                 | World<br>Earth<br>United Kingdom<br>Symbol<br>Planet<br>Route                                                                                                                                                             |                                                                                                                                                                                                                                                           |
| RE                       | <p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>                                    | <p><b>Incarnation:</b><br/><u>Why do Christians perform nativity plays at Christmas?</u><br/>Introduction to The Christmas Story<br/>Floor book: Draw characters from the nativity story<br/><b>Vocabulary</b><br/>Mary<br/>Jesus<br/>Joseph<br/>Jesus<br/>Stable<br/>Manger<br/>Kings<br/>Shepherds<br/>Angels<br/>Donkey<br/>Inn<br/>Baby<br/>Star</p> | <p><b>Incarnation:</b><br/><u>Why do Christians perform nativity plays at Christmas?</u><br/>Floor book: How do you celebrate Christmas?<br/><b>Vocabulary</b><br/>Presents<br/>Christmas tree<br/>Santa Claus<br/>Stocking<br/>Church<br/>Elves<br/>Crackers<br/>Reindeer<br/>Holly<br/>Mistletoe<br/>Wreath<br/>Candle<br/>Christmas pudding<br/>Mince pie<br/>Turkey<br/>Decorate</p> | <p><b>Incarnation:</b><br/><u>Why do Christians perform nativity plays at Christmas?</u><br/>Nativity play: practise<br/><br/>Learning songs and actions.<br/><br/>Learning to perform.</p>                                 | <p><b>Incarnation:</b><br/><u>Why do Christians perform nativity plays at Christmas?</u><br/>Nativity play: practise<br/><br/>Learning songs and actions.<br/><br/>Learning to perform.</p> | <p><b>Incarnation:</b><br/><u>Why do Christians perform nativity plays at Christmas?</u><br/>Nativity play: performance<br/>Floor book: Draw our nativity<br/><b>Vocabulary</b><br/>Mary<br/>Jesus<br/>Joseph<br/>Jesus<br/>Stable<br/>Manger<br/>Kings<br/>Shepherds<br/>Angels<br/>Donkey<br/>Inn<br/>Baby<br/>Star</p> | <p><b>What is Hanukah?</b><br/>LO: To explore.<br/>Floor book: Create own Menorahs<br/><b>Vocabulary</b><br/>Jewish<br/>Menorah<br/>Synagogue<br/>Blessings<br/>Latckes<br/>Festival<br/>Doughnuts<br/>Games</p>          |                                                                                                                                                                                                                                                           |
| Expressive Arts & Design | <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> | <p><b>DT</b><br/>Exploring junk modelling<br/><br/>LO: To explore and investigate the tools and materials in the junk modelling area<br/><br/><b>Music</b><br/>Diwali Music<br/><br/>LO: To learn about music from another culture, particularly</p>                                                                                                     | <p><b>DT</b><br/>Cutting and scissor skills<br/><br/>LO: To develop scissor skills and to investigate cutting different materials.<br/><br/><b>Music</b><br/>Nativity songs<br/><br/>LO: To sing and move to a Christmas song</p>                                                                                                                                                        | <p><b>DT</b><br/>Choosing resources<br/><br/>LO: To learn how to plan and select the correct resources needed to make a mode<br/><br/><b>Music</b><br/>Nativity songs<br/><br/>LO: To sing and move to a Christmas song</p> | <p><b>DT</b><br/>Making models<br/><br/>LO: To verbally plan and create a junk model<br/><br/><b>Music</b><br/>Nativity songs<br/><br/>LO: To sing and move to a Christmas song</p>         | <p><b>DT</b><br/>Evaluation and presentation<br/><br/>LO: To share a finished model and talk about the processes in its creation<br/><br/><b>Music</b><br/>Nativity songs<br/><br/>LO: To sing and move to a Christmas song</p>                                                                                           | <p><b>DT</b><br/>Seasonal project, Sliding Santa Chimneys<br/><br/>LO: To create a picture with a simple sliding mechanism<br/><br/><b>Music</b><br/>Nativity songs<br/><br/>LO: To sing and move to a Christmas song</p> | <p><b>DT</b><br/>Seasonal project, Sliding Santa Chimneys<br/><br/>LO: To create a picture with a simple sliding mechanism<br/><br/><b>Music</b><br/>Hanukkah Music<br/><br/>LO: To learn about music from another culture, particularly when related</p> |



## RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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|  |  | when related to the festival of Diwali.<br>To respond to music with movement |  |  |  |  |  | to the festival of Hanukkah.<br>To learn the names of some traditional Jewish musical instruments.<br>To play and move to traditional Jewish Hanukkah music. |
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# RECEPTION MEDIUM TERM PLAN



'Living Life in all its fullness' John 10:10

| Term 3- Back in Time                                                              |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                                           |                                                                                                                                                                                                        |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                             |
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| Area of Learning                                                                  | Development Matters                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                                                                           |                                                                                                                                                                                                        |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                             |
| Communication & Language                                                          | <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> | <p>Communication and language runs through all the areas of learning across the whole year.</p> <p>Adults model speaking and listening, and scaffold children's language so that they become effective communicators.</p> <p>New vocabulary is shared daily to broaden children's knowledge and understanding.</p> <p>We have daily story time sessions and learning is planned around themes that are linked to good quality texts.</p> <p>Children are supported with listening and attention through games, stories, group work, whole class teaching and play.</p> <p>Adults provide a safe learning environment so that children feel secure to comment and question things.</p> <p>Adults also provide a language rich environment and opportunities for children to express their ideas through play and discussion.</p> <p>Communication and language is promoted in every lesson and through continuous provision.</p> <p>Adults are skilled in providing high quality interactions to support children's learning, which is responsive to ages and stages of development.</p> |                                                                                                                                                                                                                                    |                                                                                                                                                                           |                                                                                                                                                                                                        |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                             |
| Personal, Social & Emotional Development                                          | <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>                                                                     | <p><u>Dreams &amp; Goals</u></p> <p>Challenge</p> <p><b>LO:</b></p> <p>I understand that if I persevere, I can tackle challenges</p> <p><b>Vocabulary:</b></p> <p>Challenge</p> <p>Persevere</p> <p>NSPCC PANTS rule</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><u>Dreams &amp; Goals</u></p> <p>Never giving up</p> <p><b>LO:</b></p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p><b>Vocabulary:</b></p> <p>Challenge</p> <p>Persevere</p> <p>Practise</p> | <p><u>Dreams &amp; Goals</u></p> <p>Setting a goal</p> <p><b>LO:</b></p> <p>I can set a goal and work towards it</p> <p><b>Vocabulary:</b></p> <p>Goal</p> <p>Achieve</p> | <p><u>Dreams &amp; Goals</u></p> <p>Obstacles &amp; support</p> <p><b>LO:</b></p> <p>I can use kind words to encourage people</p> <p><b>Vocabulary:</b></p> <p>Persevere</p> <p>Reward</p> <p>Goal</p> | <p><u>Dreams &amp; Goals</u></p> <p>Flight to the future</p> <p><b>LO:</b></p> <p>I understand the link between what I learn now and the job I might like to do when I'm older</p> <p><b>Vocabulary:</b></p> <p>Future</p> <p>Occupation</p> | <p><u>Dreams &amp; Goals</u></p> <p>Footprints awards</p> <p><b>LO:</b></p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p> <p><b>Vocabulary:</b></p> <p>Future</p> <p>Occupation</p> <p>Achieve</p> |
| Physical Development                                                              | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Confidently and safely use a range of large and small apparatus indoors</p>               | <p>Dough disco</p> <p><u>Gymnastics unit 2</u></p> <p><b>Theme:</b> Jack and the Beanstalk</p> <p><b>LO:</b> To create short sequences</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Dough disco</p> <p><u>Gymnastics unit 2</u></p> <p><b>Theme:</b> Jack and the Beanstalk</p> <p><b>LO:</b> To develop</p>                                                                                                        | <p>Dough disco</p> <p><u>Gymnastics unit 2</u></p> <p><b>Theme:</b> Jack and the Beanstalk</p> <p><b>LO:</b> To develop jumping and</p>                                   | <p>Dough disco</p> <p><u>Gymnastics unit 2</u></p> <p><b>Theme:</b> Goldilocks and the Three Bears</p>                                                                                                 | <p>Dough disco</p> <p><u>Gymnastics unit 2</u></p> <p><b>Theme:</b> Goldilocks and the Three Bears</p> <p><b>LO:</b> To explore travelling</p>                                                                                               | <p>Dough disco</p> <p><u>Gymnastics unit 2</u></p> <p><b>Theme:</b> Goldilocks and the Three Bears</p> <p><b>LO:</b> To create sequences using apparatus.</p>                                                                               |



# RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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|              | <p>and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Combine different movements with ease and fluency.</p>                                             | <p>using shapes, balances and travelling actions.</p> <p><u>Dance unit 1</u><br/><b>Theme:</b> head, shoulders, knees and toes<br/><b>LO:</b> To explore different body parts and how they move.</p>                                                                                                                                                                                                                  | <p>balancing and safely using apparatus.</p> <p><u>Dance unit 1</u><br/><b>Theme:</b> head, shoulders, knees and toes<br/><b>LO:</b> To explore different body parts and how they move and remember and repeat actions.</p> | <p>landing safely from a height</p> <p><u>Dance unit 1</u><br/><b>Theme:</b> transport<br/><b>LO:</b> To express and communicate ideas through movement exploring directions and levels</p> | <p><b>LO:</b> To develop rocking and rolling</p> <p><u>Dance unit 1</u><br/><b>Theme:</b> transport<br/><b>LO:</b> To create movements and adapt and perform simple dance patterns</p> | <p>around, over and through apparatus</p> <p><u>Dance unit 1</u><br/><b>Theme:</b> morning routine<br/><b>LO:</b> To copy and repeat actions showing confidence and imagination.</p> | <p><u>Dance unit 1</u><br/><b>Theme:</b> my journey to school<br/><b>LO:</b> To move with control and co-ordination, linking, copying and repeating actions.</p> |
| Phonics      | <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>                                                                            | <p>RWI Phonics Assessments<br/>Start progress groups with infant classes<br/>Ditties/Red Set 2<br/>Get writing books</p>                                                                                                                                                                                                                                                                                              | <p>RWI Phonics Assessments<br/>Progress groups<br/>Ditties/Red Set 2<br/>Get writing books</p>                                                                                                                              | <p>RWI Phonics Assessments<br/>Progress groups<br/>Ditties/Red Set 2<br/>Get writing books</p>                                                                                              | <p>RWI Phonics Assessments<br/>Progress groups<br/>Ditties/Red Set 2<br/>Get writing books</p>                                                                                         | <p>RWI Phonics Assessments<br/>Progress groups<br/>Ditties/Red Set 2<br/>Get writing books</p>                                                                                       | <p>RWI Phonics Assessments<br/>Progress groups<br/>Ditties/Red Set 2<br/>Get writing books</p>                                                                   |
| Writing      | <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>                                                                                                                                    | <p><i>To correctly hold a pencil using a tripod grip.</i><br/> <i>To write my name in lowercase letters.</i><br/> <i>To write initial sounds to label pictures.</i><br/> <i>To write CVC words to label pictures using a sound mat.</i><br/> <i>I put my finger under each word to check the sounds.</i><br/> <i>Think, say and remember a caption (2 or more words)</i><br/> <i>To write a caption (A / The)</i></p> |                                                                                                                                                                                                                             |                                                                                                                                                                                             |                                                                                                                                                                                        |                                                                                                                                                                                      |                                                                                                                                                                  |
| Drawing club | <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Learn new vocabulary.</p> | <p>The Tiger Who came to Tea<br/><b>Vocabulary</b><br/>Feline<br/>Carnivore<br/>Refreshments<br/>Comfortable<br/>Greedy<br/>Trust</p>                                                                                                                                                                                                                                                                                 | <p>Bob The Man on the Moon<br/><b>Vocabulary</b><br/>Constellation<br/>Extra-Terrestrial<br/>Tourist<br/>Entertain<br/>Pristine<br/>Explore</p>                                                                             | <p>Button Moon<br/><b>Vocabulary</b><br/>Rocket<br/>Planet<br/>Universe<br/>Adventure<br/>Debris<br/>Relatives</p>                                                                          | <p>Dear Dinosaur<br/><b>Vocabulary</b><br/>Prehistoric<br/>Prey<br/>Curator<br/>Predator<br/>Unearth<br/>Extinct</p>                                                                   |                                                                                                                                                                                      |                                                                                                                                                                  |



# RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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|                                | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br><br>Begin to show accuracy and care when drawing                                                                 |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |                                 |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Mathematics</b>             | <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compare numbers. Compare length, weight and capacity.</p>                            | <p>Subitise within 5 focusing on dice patterns</p> <p>Match numerals to quantities within 5</p>                                                                                                                            | <p>Counting- focus on ordinality and the staircase pattern</p> <p>See that each number is one more than the previous number</p>                                                                                                                                                                                                                                                                                                                  | Focus on 5       | Focus on 6 and 7 as 5 and a bit | <p>Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i></p> <p>Make unequal sets equal</p> | <p><b>Length &amp; Height</b></p> <p><u>Lesson 1</u></p> <p>Explore length</p> <p><u>Lesson 2</u></p> <p>Compare length</p> <p><u>Lesson 3</u></p> <p>Explore height</p> <p><u>Lesson 4</u></p> <p>Compare height</p>                                                                                                                                                                                                                                    |
| <b>Understanding the World</b> | <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> | <p><b>History</b></p> <p>What is in the history Suitcase today?</p> <p>Why did Polly put the kettle on?</p> <p><b>Vocabulary</b></p> <p>Same</p> <p>Job</p> <p>Similar</p> <p>Purpose</p> <p>Identical</p> <p>Function</p> | <p><b>History</b></p> <p>What is in the history Suitcase today?</p> <p>Did milk always come in a carton?</p> <p><b>Vocabulary</b></p> <p>Churn</p> <p>Container</p> <p>Farm</p> <p>Cows</p> <p>Cattle</p> <p>Milking</p> <p>Dairy</p> <p>Factory</p> <p>Milk bottle</p> <p>Delivery</p> <p>Advertisement</p> <p>Refrigerator</p> <p>Carton</p> <p>Plastic</p> <p>Cardboard</p> <p>Supermarket iron</p> <p>Steel</p> <p>Transport</p> <p>Pail</p> | Science<br>Space | Science<br>Space                | <p><b>Forest School</b></p> <p><u>Clay dinosaur prints</u></p>                                                                      | <p><u>Valentine's day</u></p> <p><b>Computing:</b></p> <p><u>E-safety</u></p> <p><u>Privacy &amp; Security</u></p> <p>LO: To identify some simple examples of my personal information.</p> <p>To describe who would be trustworthy to share this information with; explain why they are trusted.</p> <p><u>Copyright &amp; Ownership</u></p> <p>LO: Know that work I create belongs to me.</p> <p>Name my work so that others know it belongs to me.</p> |



## RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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| RE                       | <p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>                                                                                                                                                | <p><u>What places are special and why?</u></p> <p>Create display of special places – what makes them special?</p>                                                                                                         | <p><u>What places are special and why?</u></p> <p>The church is a special place to Christians.<br/>Learn about the Christian Church as a place of worship</p>                                                                               | <p><u>What places are special and why?</u></p> <p>Floor book: What place is special to you?</p>                                                                                                                                                                        | <p><b>Chinese New Year</b><br/>LO: To explore.<br/>Floor book: How is Chinese New Year celebrated?<br/><b>Vocabulary</b><br/>Fireworks<br/>Colours<br/>Calendar<br/>Friends<br/>Family<br/>Dumplings<br/>Spring roll<br/>Hope<br/>Good luck<br/>Parade<br/>Lantern<br/>Dragon<br/>Festival<br/>Full moon</p>                                                                                           |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                      |
| Expressive Arts & Design | <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.<br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> | <p><b>ART</b><br/>Clay</p> <p>LO: To explore clay and its properties</p> <p><b>Music</b><br/>Action songs</p> <p>LO: To understand why songs have actions.<br/>To learn some simple Makaton signs to accompany a song</p> | <p><b>ART</b><br/>Playdough</p> <p>LO: To explore playdough and its properties</p> <p><b>Music</b><br/>Finding the beat</p> <p>LO: To explore beat through body movement<br/>To express feelings and emotions through movement to music</p> | <p><b>ART</b><br/>3D landscape art</p> <p>LO: To create natural 3D landscape pictures using found objects.</p> <p><b>Music</b><br/>Exploring tempo</p> <p>LO: To explore beat through body movement<br/>To express feelings and emotions through movement to music</p> | <p><b>ART</b><br/>Designing animal sculptures</p> <p>LO: To generate inspiration and conversation about sculpture art and artists.<br/>To create a design for a 3D animal sculpture.</p> <p><b>Music</b><br/>Exploring tempo and pitch through dance</p> <p>LO: To explore pitch and tempo through scarf dancing and body movement.<br/>To express feelings and emotions through movement to music</p> | <p><b>ART</b><br/>Creating animal sculptures</p> <p>LO: To begin making a 3D clay sculpture using the designs created last lesson</p> <p><b>Music</b><br/>Music and movement performance</p> <p>LO: To perform action songs to a small audience</p> | <p><b>ART</b><br/>Painting animal sculptures</p> <p>LO: To make a 3D clay sculpture using the designs created last lesson.<br/>To share their creation, explaining the processes they have used.</p> |



| Term 4-Through the Keyhole                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |
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|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | St David's day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | World Book Day<br>Shrove Tuesday                                                                                                                                                                                                                    | Science week<br>Red Nose day                                                                                                                                                                                                                 | St Patrick's day                                                                                                                                                                                                                  | Forest school<br>Mother's day                                                                                                                                                                                                                                 | Autism acceptance week<br>Easter<br>Church                                                                                                                                                                                                    |
| Area of Learning                                                                  | Development Matters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |
| Communication & Language                                                          | <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiaritywith the text, some as exact repetition and some in their own words.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> | <p>Communication and language runs through all the areas of learning across the whole year.</p> <p>Adults model speaking and listening, and scaffold children’s language so that they become effective communicators.</p> <p>New vocabulary is shared daily to broaden children’s knowledge and understanding.</p> <p>We have daily story time sessions and learning is planned around themes that are linked to good quality texts.</p> <p>Children are supported with listening and attention through games, stories, group work, whole class teaching and play.</p> <p>Adults provide a safe learning environment so that children feel secure to comment and question things.</p> <p>Adults also provide a language rich environment and opportunities for children to express their ideas through play and discussion.</p> <p>Communication and language is promoted in every lesson and through continuous provision.</p> <p>Adults are skilled in providing high quality interactions to support children’s learning, which is responsive to ages and stages of development.</p> |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |
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| Personal, Social & Emotional Development                                          | <p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>                                                                                                                                                                                                                                                                                                                                                                                                | <p><u>Healthy Me</u></p> <p>Everybody's body</p> <p><b>LO:</b></p> <p>I understand that I need to exercise to keep my body healthy</p> <p><b>Vocabulary</b></p> <p>Sleep</p> <p>Stretch</p> <p>Challenge</p> <p>Exercise</p> <p>Movement</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><u>Healthy Me</u></p> <p>We like to move it, move it</p> <p><b>LO:</b></p> <p>I understand how moving and resting are good for my body</p> <p><b>Vocabulary</b></p> <p>Sleep</p> <p>Stretch</p> <p>Movement</p> <p>Exercise</p> <p>Challenge</p> | <p><u>Healthy Me</u></p> <p>Food glorious food</p> <p><b>LO:</b></p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p><b>Vocabulary</b></p> <p>Healthy</p> <p>Less healthy</p> <p>Hygiene</p> | <p><u>Healthy Me</u></p> <p>Sweet dreams</p> <p><b>LO:</b></p> <p>I know how to help myself go to sleep and understand why sleep is good for me</p> <p><b>Vocabulary</b></p> <p>Sleep</p> <p>Healthy</p> <p>Rest</p> <p>Teeth</p> | <p><u>Healthy Me</u></p> <p>Keeping clean</p> <p><b>LO:</b></p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p><b>Vocabulary</b></p> <p>Clean</p> <p>Germ</p> <p>Safe</p> | <p><u>Healthy Me</u></p> <p>Safe adults</p> <p><b>LO:</b></p> <p>I know who my safe adults are and how to stay safe if they are not close by me</p> <p><b>Vocabulary</b></p> <p>Stranger</p> <p>Unexpected</p> <p>Unplanned</p> <p>Scared</p> |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |



# RECEPTION MEDIUM TERM PLAN



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| Physical Development | Develop their small motor skills so that they can use a range of tools competently, safely and confidently.                                                                                                                                                           | Dough disco<br><br><u>Games unit 2</u><br><b>Theme:</b> polar regions<br><b>LO:</b> To aim when throwing and practise keeping score.                                                                                                                                                                                                                                                                                                                                                   | Dough disco<br><br><u>Games unit 2</u><br><b>Theme:</b> the rainforest<br><b>LO:</b> To follow instructions and move safely when play tagging games. | Dough disco<br><br><u>Games unit 2</u><br><b>Theme:</b> Australia<br><b>LO:</b> To learn to play against a partner.               | Dough disco<br><br><u>Games unit 2</u><br><b>Theme:</b> wild west<br><b>LO:</b> To develop co-ordination and play by the rules | Dough disco<br><br><u>Games unit 2</u><br><b>Theme:</b> India<br><b>LO:</b> To explore striking a ball and keeping score. | Dough disco<br><br><u>Games unit 2</u><br><b>Theme:</b> far east<br><b>LO:</b> To work co-operatively as a team. |
|                      | Further develop and refine a range of ball skills.<br><br>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.                                                                                                     | <u>Ball skills unit 1</u><br><b>Theme:</b> beetles<br><b>LO:</b> To develop rolling a ball to a target.                                                                                                                                                                                                                                                                                                                                                                                | <u>Ball skills unit 1</u><br><b>Theme:</b> busy bees<br><b>LO:</b> To develop stopping a rolling ball                                                | <u>Ball skills unit 1</u><br><b>Theme:</b> ladybirds and butterflies<br><b>LO:</b> To develop accuracy when throwing to a target. | <u>Ball skills unit 1</u><br><b>Theme:</b> grasshoppers<br><b>LO:</b> To develop bouncing and catching a ball                  | <u>Ball skills unit 1</u><br><b>Theme:</b> caterpillars<br><b>LO:</b> To develop dribbling a ball with your feet.         | <u>Ball skills unit 1</u><br><b>Theme:</b> spiders<br><b>LO:</b> To develop kicking a ball.                      |
| Phonics              | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.<br><br>Re-read their books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | RWI Phonics<br>Progress groups according to ability- See RWI handbook                                                                                                                                                                                                                                                                                                                                                                                                                  | RWI Phonics<br>Progress groups according to ability                                                                                                  | RWI Phonics<br>Progress groups according to ability                                                                               | RWI Phonics<br>Progress groups according to ability                                                                            | RWI Phonics<br>Progress groups according to ability                                                                       | RWI Phonics<br>Progress groups according to ability                                                              |
| Writing              | Spell words by identifying the sounds and then writing the sound with letter/s.                                                                                                                                                                                       | <p>To correctly hold a pencil using a tripod grip.</p> <p>To write my name in lowercase letters.</p> <p>To write initial sounds to label pictures.</p> <p>To write CVC words to label pictures using a sound mat.</p> <p>I put my finger under each word to check the sounds.</p> <p>Think, say and remember a caption (2 or more words)</p> <p>To write a caption (A / The)</p> <p>To write CCVC / CVCC words (Set 2 sounds) using a sound mat.</p> <p>Leave spaces between words</p> |                                                                                                                                                      |                                                                                                                                   |                                                                                                                                |                                                                                                                           |                                                                                                                  |
| Drawing Club         | Invent, adapt and recount narratives and stories with peers and their teacher.<br><br>Spell words by identifying sounds in them and                                                                                                                                   | A Crown for Lion<br><br><b>Vocabulary</b><br>Throne<br>Pride<br>Ruler                                                                                                                                                                                                                                                                                                                                                                                                                  | Peace at Last<br><br><b>Vocabulary</b><br>Tranquil<br>Exhausted<br>Pandemonium                                                                       | Jack and the Beanstalk<br><br><b>Vocabulary</b><br>Giant<br>Steal                                                                 | Bill & Ben, the Flowerpot Men<br><br><b>Vocabulary</b><br>Conceal<br>Patience                                                  |                                                                                                                           |                                                                                                                  |



## RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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|                                | <p>representing the sounds with a letter or letters.</p> <p>Learn new vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>Justice</p> <p>Wisdom</p> <p>Victory</p>                                                                                                                                                                                                                                                                     | <p>Furious</p> <p>Insomnia</p> <p>Irritated</p>                                                                                                                                                                                                                                                                           | <p>scale</p> <p>Expand</p> <p>Magic</p> <p>Towering</p>                                                                                                                                                                                                                                                                                                                           | <p>Companion</p> <p>Hilarious</p> <p>Courage</p> <p>Flourishing</p>                                                                                                                                                 |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                     |
| <b>Mathematics</b>             | <p>Compare length, weight and capacity.</p> <p>Compare numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>                                    | <p><b>Time</b></p> <p><u>Lesson 1</u></p> <p>Talk about time</p> <p><u>Lesson 2</u></p> <p>Order and sequence time</p> <p><b>Mass and capacity</b></p> <p><u>Lesson 1</u></p> <p>Compare Mass and</p> <p>Find a balance</p> <p><u>Lesson 2</u></p> <p>Explore and compare capacity</p>                          | <p>Focus on the staircase pattern and ordering numbers</p>                                                                                                                                                                                                                                                                | <p>Focus on ordering of numbers to 8</p> <p>Use language of <i>less than</i></p>                                                                                                                                                                                                                                                                                                  | <p>Focus on 7</p>                                                                                                                                                                                                   | <p>Doubles- explore how some numbers can be made with 2 equal parts</p>                                                                                                                                                                                                                       | <p>Sorting numbers according to attributes- odd and even numbers</p>                                                                                                                                                                                                |
| <b>Understanding the World</b> | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>                          | <p><u>St David's day</u></p> <p><b>History</b></p> <p>Why do Kings and Queens wear crowns?</p> <p>Why do people wear hats?</p> <p><b>Vocabulary</b></p> <p>Weather</p> <p>Hot</p> <p>Cold</p> <p>Wet</p> <p>Dry</p> <p>Bearskin</p> <p>Army</p> <p>Turban</p> <p>Jew</p> <p>Sikh</p> <p>Muslim</p> <p>Hijab</p> | <p><b>History</b></p> <p>Why do Kings and Queens wear crowns?</p> <p>What is a crown and who wears one?</p> <p><b>Vocabulary</b></p> <p>Crown</p> <p>King</p> <p>Queen</p> <p>Monarch</p> <p>Prince</p> <p>Princess</p> <p>Jungle</p> <p>Gold</p> <p>Silver</p> <p>Jewels</p> <p>Symbol</p> <p>Power</p> <p>Authority</p> | <p><b>History</b></p> <p>Why do Kings and Queens wear crowns?</p> <p>Who are the Guardians of the Tower of London?</p> <p><b>Vocabulary</b></p> <p>Uniform</p> <p>Yeoman of the Guard</p> <p>Beefeater</p> <p>suspicious,</p> <p>Raven</p> <p>Famous</p> <p>Legend</p> <p>William the Conqueror</p> <p>Castle</p> <p>Protect</p> <p>Defend</p> <p>Crown Jeweler</p> <p>Secure</p> | <p><u>St Patrick day</u></p> <p><b>Science</b></p> <p>Planting &amp; growing</p> <p>Identify plants</p> <p><b>Vocabulary</b></p> <p>Collect</p> <p>Sample</p> <p>Leaf</p> <p>Bud</p> <p>Flower</p> <p>Seed head</p> | <p><b>Forest School</b></p> <p>Planting</p> <p><b>Science</b></p> <p>Planting &amp; growing</p> <p>What do plants need to grow?</p> <p>Planting beans- bean diary</p> <p><b>Vocabulary</b></p> <p>Water</p> <p>Light</p> <p>Nutrients</p> <p>Warmth</p> <p>Air</p> <p><u>Mother's day</u></p> | <p><b>Computing</b></p> <p><u>E-safety</u></p> <p><u>Health, Wellbeing and Lifestyle</u></p> <p>LO: I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples of these rules</p> |



# RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

|                          |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                        |
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|                          |                                                                                                                                                                                                                                                                                                                                                                                          | Uniform<br>Soldier<br>Protection                                                                                                                                                                                                                                                                                                                                                                                              | ruler<br>Queen Elizabeth II<br>Prince Phillip, the Duke of<br>Edinburgh<br>King Charles<br>Queen Camilla                                                                                                                                                                                     | Secret<br>Route<br>Journey<br>State occasion<br>King George VI<br>Balance                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                        |
| RE                       | <p>Talk about members of their immediate family and community.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>                                                                                                                                       | <p><b>Salvation: Why Do Christians put a cross in an Easter garden?</b><br/>[Easter Story Display]<br/>How do Christian's prepare for easter?</p> <p><b>Vocabulary</b><br/>Easter garden<br/>Spring<br/>Chicks<br/>New life<br/>Flowers<br/>Farm<br/>Cross<br/>Repent<br/>Reflect<br/>Fasting<br/>Lent<br/>Think<br/>Pray<br/>Church</p>                                                                                      | <p>Shrove Tuesday<br/><b>Salvation: Why Do Christians put a cross in an Easter garden?</b><br/>Create an Easter Garden for the reflection area</p> <p><b>Vocabulary</b><br/>Soil<br/>Stones<br/>Rock<br/>Cross<br/>Sticks<br/>Pots<br/>Moss<br/>Flowers</p>                                  | <p><b>Salvation: Why Do Christians put a cross in an Easter garden?</b><br/>How do Christians celebrate Easter?</p> <p><b>Vocabulary</b><br/>Church<br/>Easter eggs<br/>Chocolate<br/>Cards<br/>Flowers<br/>Easter bunny<br/>Eater egg hunt<br/>Lamb<br/>Hot cross buns</p>                    | <p><b>Salvation: Why Do Christians put a cross in an Easter garden?</b><br/>The Easter Story</p> <p><b>Vocabulary</b><br/>Jesus<br/>Resurrection<br/>Tomb<br/>Crucifixion<br/>Palm leaves<br/>Cross<br/>Jerusalem<br/>Guards garden<br/>Prayer<br/>Last supper<br/>Judas<br/>Passover</p>                                                                           | <p><b>Salvation: Why Do Christians put a cross in an Easter garden?</b><br/>Independent Easter<br/>Books retelling the Easter story</p> <p><b>Vocabulary</b><br/>Jesus<br/>Resurrection<br/>Tomb<br/>Crucifixion<br/>Palm leaves<br/>Cross<br/>Jerusalem<br/>Guards garden<br/>Prayer<br/>Last supper<br/>Judas<br/>Passover</p> | <p><b>Salvation: Why Do Christians put a cross in an Easter garden?</b><br/>Create Easter Cards</p>                                                                                                                                                                    |
| Expressive Arts & Design | <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Perform songs, rhymes, poems and stories with others, and (when</p> | <p><b>Music</b><br/><u>Moving to music</u></p> <p>LO: To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.</p> <p>To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</p> <p>To talk about how a piece of music makes you feel.</p> <p><b>Vocabulary</b><br/>Classical music<br/>Dynamic</p> | <p><b>Music</b><br/><u>Storytelling with actions</u></p> <p>LO: To use actions to retell a story to music.<br/>To sing and perform a group song.</p> <p><b>Vocabulary</b><br/>Character<br/>Song<br/>Lyrics<br/>Tempo<br/>Fast<br/>Slow<br/>Dynamic<br/>Loud<br/>Quiet<br/>Musical story</p> | <p><b>Music</b><br/><u>Using instruments to represent actions</u></p> <p>LO: To learn how instruments can represent a certain mood, character or action.<br/>To experiment with the sounds of different instruments.</p> <p><b>Vocabulary</b><br/>High<br/>Low<br/>Tempo<br/>Fast<br/>Slow</p> | <p><b>Music</b><br/><u>Musical story composition</u></p> <p>LO: To create a musical story based upon a familiar routine.<br/>To use instruments to represent moods or actions.<br/>To play an instrument as part of a group story</p> <p><b>Vocabulary</b><br/>Compose<br/>Instrument<br/>Pitch<br/>Dynamic<br/>Loud<br/>Quiet<br/>Musical story<br/>Percussion</p> | <p><b>Music</b><br/><u>Musical story performance</u></p> <p>LO: To create a musical story based upon a familiar routine.<br/>To use movement to express moods or actions within a musical story.<br/>To play an instrument as part of a musical story and perform as a group</p> <p><b>Vocabulary</b><br/>Compose</p>            | <p><b>DT</b><br/><u>Seasonal crafts: Easter</u></p> <p>LO: To design and create a hanging Easter egg decoration.</p> <p><b>Vocabulary</b><br/>design<br/>plan<br/>create<br/>Easter<br/>egg<br/>chocolate<br/>Jesus<br/>Christian<br/>Bible<br/>pattern<br/>colour</p> |



## RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

|  |                                              |                                                    |  |                                                         |                                           |                                                                                         |       |
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|  | appropriate) try to move in time with music. | Loud<br>Quiet<br>Musical story<br>Lyrics<br>Melody |  | Dynamic<br>Loud<br>Quiet<br>Musical story<br>Percussion | Names of percussion and other instruments | Instrument<br>Pitch<br>High<br>Low<br>Slow<br>Dynamic<br>Loud<br>Quiet<br>Musical story | shape |
|--|----------------------------------------------|----------------------------------------------------|--|---------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------|-------|



| Term 5- Whatever the Weather             |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |
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|                                          |                                                                                                                                                                                                                                                                                                                                                                                             | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Week 2                                                                                                                                                                                                                                                                 | Week 3                                                                                                                                                                                                                                                                    | Week 4                                                                                                                                                                                                                                                                             | Week 5                                                                                                                                                                                                             |
|                                          |                                                                                                                                                                                                                                                                                                                                                                                             | Earth day<br>St George's day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Forest school                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |
| Area of Learning                         | Development Matters                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |
| Communication & Language                 | <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> | <p>Communication and language runs through all the areas of learning across the whole year.</p> <p>Adults model speaking and listening, and scaffold children's language so that they become effective communicators.</p> <p>New vocabulary is shared daily to broaden children's knowledge and understanding.</p> <p>We have daily story time sessions and learning is planned around themes that are linked to good quality texts.</p> <p>Children are supported with listening and attention through games, stories, group work, whole class teaching and play.</p> <p>Adults provide a safe learning environment so that children feel secure to comment and question things.</p> <p>Adults also provide a language rich environment and opportunities for children to express their ideas through play and discussion.</p> <p>Communication and language is promoted in every lesson and through continuous provision.</p> <p>Adults are skilled in providing high quality interactions to support children's learning, which is responsive to ages and stages of development.</p> |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |
| Personal, Social & Emotional Development | <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>                                                                 | <p><u>Relationships</u></p> <p>My Family and Me!</p> <p><b>LO:</b></p> <p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p><b>Vocabulary:</b></p> <p>Family<br/>Jobs<br/>Love<br/>Responsibility<br/>NSPCC PANTS rule</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><u>Relationships</u></p> <p>Make friends, make friends, never ever break friends Part 1</p> <p><b>LO:</b></p> <p>I know how to make friends to stop myself from feeling lonely</p> <p><b>Vocabulary:</b></p> <p>Friend<br/>Lonely<br/>Friendly<br/>Good friends</p> | <p><u>Relationships</u></p> <p>Make friends, make friends, never ever break friends Part 2</p> <p><b>LO:</b></p> <p>I can think of ways to solve problems and stay friends</p> <p><b>Vocabulary:</b></p> <p>Problem solve<br/>Friend<br/>Relationship<br/>Falling out</p> | <p><u>Relationships</u></p> <p>Falling Out and Bullying Part 1 &amp; 2</p> <p><b>LO:</b></p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings</p> <p><b>Vocabulary:</b></p> <p>Solutions<br/>Unkind<br/>Argument</p> | <p><u>Relationships</u></p> <p>Being the best friends we can be</p> <p><b>LO:</b></p> <p>I know how to be a good friend</p> <p><b>Vocabulary:</b></p> <p>Feelings<br/>Friendly<br/>Good friends<br/>Kind words</p> |



# RECEPTION MEDIUM TERM PLAN



Kindness



Respect



Perseverance

'Living life in all its fullness' John 10:10

|                      |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |                                                                                                                                                                                                             |                                                                                                                                                                                   |                                                                                                                                                                                        |
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| Physical Development | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> | <p>Dough disco</p> <p><u>Dance unit 2</u></p> <p><b>Theme:</b> at the seaside</p> <p><b>LO:</b> To copy, repeat and explore actions in response to a theme.</p> <p><u>Yoga</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Dough disco</p> <p><u>Dance unit 2</u></p> <p><b>Theme:</b> under the sea</p> <p><b>LO:</b> To explore and remember actions considering level, shape and direction.</p> <p><u>Yoga</u></p> | <p>Dough disco</p> <p><u>Dance unit 2</u></p> <p><b>Theme:</b> at the fireworks display</p> <p><b>LO:</b> To move with control and co-ordination, expressing ideas through movement.</p> <p><u>Yoga</u></p> | <p>Dough disco</p> <p><u>Dance unit 2</u></p> <p><b>Theme:</b> at the farm</p> <p><b>LO:</b> To remember and repeat actions moving in time with the music.</p> <p><u>Yoga</u></p> | <p>Dough disco</p> <p><u>Dance unit 2</u></p> <p><b>Theme:</b> at the farm</p> <p><b>LO:</b> To explore actions in response to a theme and begin to use counts.</p> <p><u>Yoga</u></p> |
| Phonics              | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.                                                                                                                                                                                                                                                   | RWI Phonics Progress groups according to ability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RWI Phonics Progress groups according to ability                                                                                                                                              | RWI Phonics Progress groups according to ability                                                                                                                                                            | RWI Phonics Progress groups according to ability                                                                                                                                  | RWI Phonics Progress groups according to ability                                                                                                                                       |
| Writing              | <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>                                                                                                                                                                                       | <p><i>To correctly hold a pencil using a tripod grip.</i></p> <p><i>To write my name in lowercase letters.</i></p> <p><i>To write initial sounds to label pictures.</i></p> <p><i>To write CVC words to label pictures using a sound mat.</i></p> <p><i>I put my finger under each word to check the sounds.</i></p> <p><i>Think, say and remember a caption (2 or more words)</i></p> <p><i>To write a caption (A / The)</i></p> <p><i>To write CCVC / CVCC words (Set 2 sounds) using a sound mat.</i></p> <p><i>Leave spaces between words</i></p> <p>Think, say, remember and write a simple sentence using the openers The, I, He and She.</p> <p>For example, I can see, I am, He is, She is, I saw, I went....</p> <p>I can spell my Red Words correctly (tricky words) * put, the, I, no, of, my, for, he (red)</p> |                                                                                                                                                                                               |                                                                                                                                                                                                             |                                                                                                                                                                                   |                                                                                                                                                                                        |



# RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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| <b>Drawing Club</b>            | <p>Learn new vocabulary.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>                                                               | <p>Lilah &amp; the Secret of Rain</p> <p><b>Vocabulary</b><br/>Blistering<br/>Classified<br/>Desire<br/>Endeavour<br/>Courage<br/>Prance</p>                                                                                                                                                        | <p>The Great Explorer</p> <p><b>Vocabulary</b><br/>Expedition<br/>Adventurer<br/>Anxious<br/>Passionate<br/>Examine<br/>Relief</p>                                                                                                                                                                                                                                                                            | <p>Fraggle Rock</p> <p><b>Vocabulary</b><br/>Underground<br/>Harmony<br/>Exploration<br/>Community<br/>Curiosity<br/>Construction</p>                                                                                                                                                                                | <p>Handa's Surprise</p> <p><b>Vocabulary</b><br/>Succulent<br/>Companion<br/>Pilfer<br/>Considerate<br/>Astonish<br/>Collide</p>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                       |
| <b>Mathematics</b>             | <p>Explore the composition of numbers to 10.</p> <p>Subitise.</p> <p>Compare numbers.</p>                                                                                                                                                                                                                                     | <p>Counting- larger sets and things that cannot be seen</p>                                                                                                                                                                                                                                         | <p>Subitising to 6, including structured arrangements</p>                                                                                                                                                                                                                                                                                                                                                     | <p>Composition of 5 and a bit</p>                                                                                                                                                                                                                                                                                    | <p>Composition of 10</p>                                                                                                                                                                                                                                                                                                                                                    | <p>Comparison -linked to ordinality</p> <p>Play track games</p>                                                                                                                                                                                       |
| <b>Understanding the World</b> | <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>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.</p> | <p><u>St George's day</u></p> <p><b>Geography/Science</b><br/>Why isn't the weather always the same?</p> <p>What is the weather?</p> <p><b>Vocabulary</b><br/>Hot<br/>Cold<br/>Warm<br/>Cool<br/>Freezing<br/>Icy<br/>Temperature<br/>Breeze<br/>Wind<br/>Weather<br/>Icy<br/>Frozen<br/>Shadow</p> | <p><b>Forest School (ART)</b><br/><u>Outdoor painting</u><br/>LO: To create natural paintbrushes using found objects.<br/>To use natural paint brushes and mud paint to create artwork.<br/>To talk about their work and decide whether it is abstract or figurative.</p> <p><b>Vocabulary</b><br/>feathers<br/>flower buds<br/>grass<br/>leaves<br/>mix<br/>pine cones<br/>pattern<br/>texture<br/>twigs</p> | <p><b>Geography/ Science</b><br/>Why isn't the weather always the same?</p> <p>What is a cloud?</p> <p><b>Vocabulary</b><br/>Dry<br/>Wet<br/>Warm<br/>Hot<br/>Cloud<br/>Sky<br/>Drop<br/>Liquid<br/>Rain<br/>Puddle<br/>Gutter<br/>Ground<br/>Soil<br/>Plant<br/>Flower<br/>Tree<br/>Crop<br/>Farmer<br/>Clothes</p> | <p><b>Geography/Science</b><br/>Why isn't the weather always the same?</p> <p>How does the weather make us feel?</p> <p><b>Vocabulary</b><br/>Sunshine<br/>Light<br/>Shade<br/>Shadow<br/>Summer<br/>Season<br/>Rain<br/>Waterproof<br/>Raindrop<br/>Water<br/>Cold<br/>Freeze<br/>Ice<br/>Frost<br/>Thaw<br/>Melt<br/>Snow<br/>Winter<br/>Windy<br/>Breeze<br/>Shelter</p> | <p><b>Computing:</b><br/><u>E-safety</u><br/><u>Online relationships</u><br/>LO: To recognise some ways in which the internet can be used to communicate.<br/>To give examples of how I (might) use technology to communicate with people I know.</p> |
| <b>RE</b>                      | <p>Know some similarities and differences between</p>                                                                                                                                                                                                                                                                         | <p><b>Being special: Where do I belong?</b></p>                                                                                                                                                                                                                                                     | <p><b>Being special: Where do I belong?</b></p>                                                                                                                                                                                                                                                                                                                                                               | <p><b>Being special: Where do I belong?</b></p>                                                                                                                                                                                                                                                                      | <p><b>Being special: Where do I belong?</b></p>                                                                                                                                                                                                                                                                                                                             | <p>Church</p>                                                                                                                                                                                                                                         |



## RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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|                                     | different religious and cultural communities in this country, drawing on their experiences and what has been read in class.                                                                                                                                                                                                                                    | What makes you special? How are you the same? What do you have in common with your friend?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | What makes you special? Looking at difference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | We all belong to different groups. What groups do you belong to?                                                                                                                                                                                                                                                                                                                                                                                                                                               | Jobs- what do you want to be when you grow up?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Expressive Arts &amp; Design</b> | <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> | <p><b>ART</b></p> <p>Finger painting</p> <p>LO: To explore paint through finger painting. To describe the texture and colours as they paint. To talk about their work and decide whether it is abstract or figurative.</p> <p><b>Vocabulary</b></p> <p>dab<br/>dot<br/>shiny<br/>silky<br/>slimy<br/>slippery<br/>smooth<br/>squelchy<br/>sticky<br/>wet</p> <p><b>Music</b></p> <p>What makes an instrument?</p> <p>LO: To discuss what makes a musical instrument. To use recyclable materials to create a simple representation of a musical instrument.</p> <p><b>Vocabulary</b></p> <p>Music<br/>Musical instrument<br/>Band<br/>Sound<br/>Shake<br/>Tap<br/>Bang</p> | <p><b>ART (Forest School)</b></p> <p>Outdoor painting</p> <p>LO: To create natural paintbrushes using found objects. To use natural paint brushes and mud paint to create artwork. To talk about their work and decide whether it is abstract or figurative.</p> <p><b>Vocabulary</b></p> <p>feathers<br/>flower buds<br/>grass<br/>leaves<br/>mix<br/>pine cones<br/>pattern<br/>texture<br/>twigs</p> <p><b>Music</b></p> <p>Introduction to an orchestra</p> <p>LO: To learn what an orchestra is. To learn about the four different groups of musical instruments.</p> <p><b>Vocabulary</b></p> <p>Orchestra<br/>Sound<br/>Tempo<br/>Dynamic<br/>Beat<br/>Conductor<br/>Percussion<br/>Rhythm</p> | <p><b>ART</b></p> <p>Painting to music</p> <p>LO: To respond to music through the medium of paint. To use paint to express ideas and feelings.</p> <p><b>Vocabulary</b></p> <p>happy<br/>sad<br/>excited<br/>worried<br/>sleepy<br/>fast<br/>slow<br/>loud<br/>quiet</p> <p><b>Music</b></p> <p>Follow the beat</p> <p>LO: To copy and follow a beat. To follow a beat using an untuned instrument.</p> <p><b>Vocabulary</b></p> <p>Music<br/>Musical instrument<br/>Beat<br/>Names of musical instruments</p> | <p><b>ART</b></p> <p>Collage and transient art</p> <p>LO: To make child-led collages using mixed media. To use loose parts to create a piece of transient art</p> <p><b>Vocabulary</b></p> <p>transient<br/>collage<br/>fixed<br/>not fixed<br/>permanent<br/>temporary</p> <p><b>Music</b></p> <p>Tuned and untuned instruments</p> <p>LO: To experiment with playing tuned and untuned instruments. To play in time to familiar songs.</p> <p><b>Vocabulary</b></p> <p>Rhythm<br/>Strings<br/>Brass<br/>Percussion<br/>Beat<br/>Conductor<br/>Wind</p> | <p><b>ART</b></p> <p>Landscape collage</p> <p>LO: To create landscape collages inspired by the work of Megan Coyle.</p> <p><b>Vocabulary</b></p> <p>collage<br/>landscape<br/>rip<br/>tear<br/>cut<br/>stick</p> <p><b>Music</b></p> <p>Big Band performance</p> <p>LO: To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.</p> <p><b>Vocabulary</b></p> <p>Sound<br/>Tempo<br/>Dynamic<br/>Rhythm<br/>Beat<br/>Conductor<br/>Wind<br/>Strings</p> |



## RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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|  |  | Strum<br>Jingle<br>Pitch |  |  |  |  |
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| Term 6- Ship Ahoy!                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                    |                                                                           |                                          |                                                                                          |                                                                             |        |
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|  |                                                                                                                                                                                                                                                                                                                                                                                                                         | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Week 2                                                                             | Week 3                                                                    | Week 4                                   | Week 5                                                                                   | Week 6                                                                      | Week 7 |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                         | Creative Arts Week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Healthy living week<br>Global citizenship morning<br>Forest school<br>Father's day |                                                                           |                                          |                                                                                          | Sports day<br>Take over day<br>Reports                                      | Church |
| Area of Learning                                                                  | Development Matters                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                    |                                                                           |                                          |                                                                                          |                                                                             |        |
| Communication & Language                                                          | <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>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.</p> | <p>Communication and language runs through all the areas of learning across the whole year.</p> <p>Adults model speaking and listening, and scaffold children's language so that they become effective communicators.</p> <p>New vocabulary is shared daily to broaden children's knowledge and understanding.</p> <p>We have daily story time sessions and learning is planned around themes that are linked to good quality texts.</p> <p>Children are supported with listening and attention through games, stories, group work, whole class teaching and play.</p> <p>Adults provide a safe learning environment so that children feel secure to comment and question things.</p> <p>Adults also provide a language rich environment and opportunities for children to express their ideas through play and discussion.</p> <p>Communication and language is promoted in every lesson and through continuous provision.</p> <p>Adults are skilled in providing high quality interactions to support children's learning, which is responsive to ages and stages of development.</p> |                                                                                    |                                                                           |                                          |                                                                                          |                                                                             |        |
| Personal, Social & Emotional Development                                          | Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding                                                                                                                                                                                                                                                                                                            | <u>Changing me</u><br>My body<br><br>LO: I can name parts of the body                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <u>Changing me</u><br>Respecting my body                                           | <u>Changing me</u><br>Growing up<br><br>LO: I understand that we all grow | <u>Changing me</u><br>Fun & fears part 1 | <u>Changing me</u><br>Fun and fears part 2<br><br>LO: I can talk about my worries and/or | <u>Changing me</u><br>Celebration<br><br>LO: I can share my memories of the |        |



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|                      | <p>the importance of healthy food choices.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>                                                                                                                                                                                            | <p><b>Vocabulary:</b><br/>Eyebrow<br/>Forehead<br/>Tongue<br/>Finger<br/>Stomach</p>                                                                                                                                                        | <p><b>LO:</b> I can tell you some things I can do and foods I can eat to be healthy</p> <p><b>Vocabulary:</b><br/>Healthy</p>                                                            | <p>from babies to adults</p> <p><b>Vocabulary:</b><br/>Grown up<br/>Change<br/>Grow child</p>                                                                                     | <p><b>LO:</b> I can express how I feel about moving to Year 1</p> <p><b>Vocabulary:</b><br/>Excited<br/>Worry<br/>Change</p>                                                          | <p>the things I am looking forward to about being in Year 1</p> <p><b>Vocabulary:</b><br/>Excited<br/>Worry<br/>Change</p>                                                                  | <p>best bits of this year in Reception</p> <p><b>Vocabulary:</b><br/>Memories</p>                                                                                           |                                                                |
| Physical Development | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | <p>Dough disco</p> <p><u>Balls Skills unit 2</u><br/><b>Theme:</b> windy weather<br/><b>LO:</b> To develop rolling and tracking a ball.</p> <p><u>Athletics/sports day</u></p>                                                              | <p>Dough disco</p> <p><u>Balls Skills unit 2</u><br/><b>Theme:</b> snow is falling<br/><b>LO:</b> To develop accuracy when throwing to a target.</p> <p><u>Athletics/ sports day</u></p> | <p>Dough disco</p> <p><u>Balls Skills unit 2</u><br/><b>Theme:</b> there's a storm coming<br/><b>LO:</b> To develop dribbling with hands.</p> <p><u>Athletics/ sports day</u></p> | <p>Dough disco</p> <p><u>Balls Skills unit 2</u><br/><b>Theme:</b> rainy days<br/><b>LO:</b> To develop throwing and catching with a partner.</p> <p><u>Athletics/ sports day</u></p> | <p>Dough disco</p> <p><u>Balls Skills unit 2</u><br/><b>Theme:</b> sunshine and rainbows<br/><b>LO:</b> To develop dribbling a ball with your feet.</p> <p><u>Athletics/ sports day</u></p> | <p>Dough disco</p> <p><u>Balls Skills unit 2</u><br/><b>Theme:</b> foggy days<br/><b>LO:</b> To develop kicking a ball to a target.</p> <p><u>Athletics/ sports day</u></p> | <p>Dough disco</p> <p>Trim trail</p> <p>Music and movement</p> |
| Phonics              | <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>                                                                                                                                                                                                                             | <p>RWI Phonics Progress groups according to ability</p>                                                                                                                                                                                     | <p>RWI Phonics Progress groups according to ability</p>                                                                                                                                  | <p>RWI Phonics Progress groups according to ability</p>                                                                                                                           | <p>RWI Phonics Progress groups according to ability</p>                                                                                                                               | <p>RWI Phonics Progress groups according to ability</p>                                                                                                                                     | <p>RWI Phonics Progress groups according to ability</p>                                                                                                                     | <p>RWI Phonics Progress groups according to ability</p>        |
| Writing              | <p>Write recognisable letters, most of which are correctly</p>                                                                                                                                                                                                                                                                                                   | <p><i>To correctly hold a pencil using a tripod grip.</i><br/> <i>To write my name in lowercase letters.</i><br/> <i>To write initial sounds to label pictures.</i><br/> <i>To write CVC words to label pictures using a sound mat.</i></p> |                                                                                                                                                                                          |                                                                                                                                                                                   |                                                                                                                                                                                       |                                                                                                                                                                                             |                                                                                                                                                                             |                                                                |



# RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

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|              | <p>formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others</p>                                                                      | <p><i>I put my finger under each word to check the sounds.</i><br/> <i>Think, say and remember a caption (2 or more words)</i><br/> <i>To write a caption (A / The)</i><br/> <i>To write CCVC / CVCC words (Set 2 sounds) using a sound mat.</i><br/> <i>Leave spaces between words</i></p> <p>Think, say, remember and write a simple sentence using the openers The, I, He and She.<br/>         For example, I can see, I am, He is, She is, I saw, I went....<br/>         I can spell my Red Words correctly (tricky words) * put, the, I, no, of, my, for, he (red)<br/>         Use a capital letter at the start of a sentence.<br/>         Use a full stop at the end of a sentence.<br/>         I put my finger under each word to read my sentence.<br/>         I can spell my tricky words correctly * put, the, I, no, of, my, for, he (red books)<br/>         your, said, you, be, are (green books)</p> |                                                                                                                                                                                                                  |                                                                                                                                                                                               |                                                                                                                                                                                          |                   |                        |                 |
| Drawing Club | <p>Learn new vocabulary.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> | <p>The Three Little Pigs</p> <p><b>Vocabulary</b><br/>           Dwelling<br/>           Pursue<br/>           Construction<br/>           Petrified<br/>           Demolish<br/>           Contented</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>The Lighthouse Keeper's Lunch</p> <p><b>Vocabulary</b><br/>           Industrious<br/>           Ravenous<br/>           Brazen<br/>           Nourishment<br/>           Beacon<br/>           Flummoxed</p> | <p>The Flumps</p> <p><b>Vocabulary</b><br/>           Family<br/>           Playfulness<br/>           Inquisitive<br/>           Peaceful<br/>           Cosy<br/>           Cooperative</p> | <p>The Troll</p> <p><b>Vocabulary</b><br/>           Disguise<br/>           Mischief<br/>           Unexpected<br/>           Greed<br/>           Outsmart<br/>           Survival</p> |                   |                        |                 |
| Mathematics  | <p>Subitise<br/>           Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>                    | <p><b>2D &amp; 3D shapes</b><br/> <u>Lesson 1</u><br/>           Recognise and name 3D shapes<br/> <u>Lesson 2</u><br/>           Find 2D shapes within 3D shapes<br/> <u>Lesson 3</u><br/>           Use 3D shapes for task<br/> <u>Lesson 4</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Subitise to 5</p> <p>Introduce the rekenrek</p>                                                                                                                                                               | <p>Automatic recall of bonds to 5</p>                                                                                                                                                         | <p>Composition of numbers to 10</p>                                                                                                                                                      | <p>Comparison</p> | <p>Number patterns</p> | <p>Counting</p> |



# RECEPTION MEDIUM TERM PLAN



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|                         | Have a deep understanding of number to 10, including the composition of each number.                                                                                                                                                                                  | 3D shapes in the environment                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                            |
| Understanding the World | <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p><b>History</b></p> <p>How did Rosie help to defeat the Armada?</p> <p>How do we know the story of Rosie happened in the past?</p> <p><b>Vocabulary</b></p> <p>Apron<br/>Ruff<br/>Helmet<br/>Portrait<br/>Cap<br/>Silk<br/>Queen<br/>King<br/>Village<br/>Jewels<br/>Elizabeth I<br/>Lace<br/>Wealthy<br/>Breaches<br/>Crown<br/>Monarch<br/>Collar<br/>Armour Painting</p> | <p><b>Forest School</b></p> <p><u>Making bug houses</u></p> <p>Father's day</p>                                                                                 | <p><b>History</b></p> <p>How did Rosie help to defeat the Armada?</p> <p>What is a lighthouse and when was it invented?</p> <p><b>Vocabulary</b></p> <p>Lighthouse<br/>Shipwreck<br/>Lense<br/>Cliff<br/>Storm<br/>Candle<br/>Coastline<br/>Crew<br/>Electricity<br/>Signal<br/>Oil<br/>Lighthouse keeper<br/>Lamp<br/>Invention</p> | <p><b>History</b></p> <p>How did Rosie help to defeat the Armada?</p> <p>Rosie sends a signal</p> <p><b>Vocabulary</b></p> <p>Invincible<br/>Armada<br/>Galleon<br/>Maneuverable</p> | <p><b>Science</b></p> <p>Materials:<br/>Properties of materials<br/>Teddy's umbrella</p> <p><b>Vocabulary</b></p> <p>Stretchy<br/>Bendy<br/>Clear<br/>See-through<br/>Transparent<br/>Opaque<br/>Flexible<br/>Rigid<br/>Mould<br/>Hard<br/>Rough<br/>Smooth<br/>waterproof</p> | <p><b>Science</b></p> <p>Materials:<br/>Floating &amp; sinking</p> <p><b>Vocabulary</b></p> <p>Float<br/>Sink<br/>Water<br/>Liquid<br/>Light<br/>Heavy<br/>Hollow<br/>Properties</p> | <p><b>Computing:</b></p> <p><u>E-safety</u><br/><u>Managing online information</u></p> <p>LO: Talk about how to use the internet as a way of finding information online. To identify devices, I could use to access information on the internet</p> <p><u>Online reputation</u></p> <p>LO: To identify ways that I can put information on the internet</p> |
| RE                      | <p>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.</p>                                                                                     | <p><u>What makes stories special and why?</u></p> <p>The Wise Man and the Foolish man</p> <p>Draw your dream house. How have you made strong</p>                                                                                                                                                                                                                              | <p><u>What makes stories special and why?</u></p> <p>The Lost Sheep</p> <p>Have you ever lost anything important to you?<br/>Everyone is precious to Jesus-</p> | <p><u>What makes stories special and why?</u></p> <p>The Boy who cried wolf</p> <p>Moral- to be truthful<br/>Sequence the story</p>                                                                                                                                                                                                  | <p><u>What makes stories special and why?</u></p> <p>The Hare and the Tortoise</p> <p>Moral- slow and steady wins the race- never give up</p>                                        | <p><u>What makes stories special and why?</u></p> <p>The Fox and the Crow</p> <p>Moral- Don't believe everything you hear</p>                                                                                                                                                  |                                                                                                                                                                                      | Church                                                                                                                                                                                                                                                                                                                                                     |



# RECEPTION MEDIUM TERM PLAN



'Living life in all its fullness' John 10:10

|                             |                                                                                                                                                                                                                                                                                                                                                                                                 | foundations?<br>Who will you<br>listen to?                                                                                                                                                                                                                                                                                                                                       | who is precious to<br>you?                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                  |                                                        |                                                        |
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| Expressive Arts<br>& Design | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> | <p><b>DT</b><br/><u>Designing bookmarks</u><br/>LO: To use threading or sewing to design a product (bookmark).<br/><b>Vocabulary</b><br/>bookmark<br/>embroider<br/>sew<br/>Victorian<br/>Design</p> <p><b>Music</b><br/><u>Exploring</u><br/><u>different types of transport</u><br/>LO: To explore creating sound effects<br/><b>Vocabulary</b><br/>Car<br/>Boat<br/>Train</p> | <p><b>DT</b><br/><u>Creating bookmarks</u><br/>LO: To create a textiles product (bookmark) following their own design<br/><b>Vocabulary</b><br/>bookmark<br/>embroider<br/>sew<br/>Victorian<br/>Design</p> <p><b>Music</b><br/><u>Trains</u><br/>LO: To explore making sounds at different speeds<br/><b>Vocabulary</b><br/>train<br/>Fast<br/>slow</p> | <p><b>DT</b><br/><u>Evaluating bookmarks</u><br/>LO: To reflect with children on how they have achieved their aims.<br/><b>Music</b><br/><u>Boats</u><br/>LO: To explore moving to different tempos<br/><b>Vocabulary</b><br/>boat<br/>speed<br/>cruise<br/>rowing<br/>water<br/>beat</p> | <p><b>DT</b><br/><u>Designing Boats</u><br/>LO: To design a boat<br/><b>Vocabulary</b><br/>boat<br/>cruise ship<br/>fishing boat<br/>kayak<br/>ocean liner<br/>pirate ship<br/>ship<br/>watercraft<br/>waterproof</p> <p><b>Music</b><br/><u>Cars</u><br/>LO: To interpret symbols to show a change in speed<br/><b>Vocabulary</b><br/>car<br/>symbols<br/>slow<br/>slower<br/>stopping</p> | <p><b>DT</b><br/><u>Creating and testing boats</u><br/>LO: To create a boat based upon their own design<br/><b>Music</b><br/><u>Transport journey</u><br/>LO: To interpret a simple score to show tempo changes<br/><b>Vocabulary</b><br/>car<br/>boat<br/>train<br/>journey<br/>score<br/>slower<br/>faster</p> | <p><b>DT</b><br/><u>Cooking: Making sandwiches</u></p> | <p><b>DT</b><br/><u>Cooking: Making sandwiches</u></p> |
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## Early Learning Goals

### Communication and Language

#### 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.

### Understanding the World

#### Past and Present

- 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.

#### People, Culture and Communities

- 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.

#### The Natural World

- 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.

### Personal, Social and Emotional Development

#### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### Expressive Arts and Design

#### Creating with Materials

- 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.

#### Being Imaginative and Expressive

- 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.

### Mathematics

#### Number

- 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

- 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.

### Physical Development

#### 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.

### Literacy

#### Comprehension

- 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.

#### Word Reading

- 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

- 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.