



Reception Medium Term Plan Spring 1 – Winter

	Week 1 8/1/24	Week 2 15/1/24	Week 3 22/1/24	Week 4 29/1/24	Week 5 5/2/24
Events / Info	RSPB's Big School's Birdwatch	Martin Luther King Day Energy Saving Week		2/2 NSPCC Number Day	Following week – Chinese New Year Valentines Day
Focus Book	Jack Frost/Ice Boy	Gruffalo's Child/Gruffalo	Gruffalo's Child/Gruffalo	Lost and Found/Non Fiction on polar animals	The Great Race
Communication and Language	<p>To understand how to listen carefully and why listening important.</p> <p>To ask questions to find out more.</p> <p>To talk about stories to build familiarity and understanding.</p> <p>To retell the stories.</p> <p>To understand words that describe sequences such as 'first, next'.</p> <p>To remember and enjoy telling long stories.</p> <p>To take part in longer turns in conversations.</p> <p>To join in group discussions sharing their ideas or asking questions.</p>				
PSED	<p>To plan and think ahead about how they will explore, play with objects or make things such as models or crafts.</p> <p>To have strategies to use to self-regulate when needed.</p> <p>To join in and have a go at an adult guided directed task</p> <p>To have found children they particularly like to play</p> <p>To have positive relationships with the close adults they come into contact with.</p>				
	PSHE Scheme: Jigsaw - Dreams and Goals				

	Challenge I understand that if I persevere I can tackle Never giving up I can tell you about a time I didn't give up until I achieved my goal	Setting a goal I can set a goal and work towards it	Obstacles and Support I can use kind words to encourage people	Flight to the Future I understand the link between what I learn now and the jobs I might like to do when I am older.	Footprint Awards I can say how I feel when I achieve a goal and know what it means to feel proud
Physical Development	Fine Motor To cut along lines To use paintbrushes with skill To copy lines, circles, crosses, squares and triangles To write some letters correctly especially the letters in their name and ones which require no retracing				
PE (Gymnastics)	Gross Motor To have a developing good sense of spatial awareness around others and equipment inside and outside.				
	Theme: Jack and the Beanstalk To create short sequences using shapes, balances and travelling actions.	Theme: Jack and the Beanstalk To develop balancing and safely using apparatus.	Theme: Jack and the Beanstalk To develop jumping and landing safely from a height.	Theme: Goldilocks and the Three Bears To develop rocking and rolling.	Theme: Goldilocks and the Three Bears To explore travelling around, over and through apparatus.
Literacy	To have a developing level of coordination that requires extensive motor planning coordination skills - Bilateral Coordination Activities To write more complex letter shapes that require retracing To write all the letters in their name To say sounds when spelling words by identifying the sounds and then writing the sound with letter/s To write words which have a start, middle and end letter and short phrases are visible To be able to blend sounds to read words and read short Ditty stories To begin to make up their own stories these could be based on a familiar story or their own ideas To anticipate key events and begin to give a reason e.g. 'I think it's going to be a bear as it's a scary story' To understand that non-fiction books give us information and usually have real photos in them. To know we learn true things (facts) about the world from non-fiction texts.				

Maths	<p>To be introduced to the concept of zero, the number name 'zero' and the numeral 0 can be used to represent this idea</p> <p>To build on learning from the previous step and use their knowledge of zero to find an amount to five</p> <p>To continue to develop the skill of perceptual subitising and to represent their subitising by showing the numeral</p> <p>To build on their understanding of numbers from zero to five by represent the numbers in many ways and in different practical contexts</p> <p>To use both counting and subitising skills as a way of checking their representations</p> <p>To build on their knowledge of '1 more' to work with the numbers to 5, including zero (then with numbers up to 8)</p> <p>To further embed the stable order principle starting from zero, and to understand that the order of the numbers does not change</p> <p>To build on their knowledge of '1 less' from 1–5 to work with the numbers to five including zero (then with numbers up to 8)</p> <p>To continue to develop the understanding that all numbers are made up of smaller numbers and that this can include zero</p> <p>To build on their learning of composition to five and perceptual subitising to develop their understanding of conceptual subitising</p> <p>To recognise a whole quantity by recognising and combining these smaller quantities</p> <p>To explore finding different representations of the numbers 6, 7 and 8</p> <p>To use one-to-one correspondence to count 6, 7 and 8 objects from a larger group</p> <p>To build on their learning of finding the numerals and quantities of 6, 7 and 8 by making their own representations and to match numerals to these quantities</p> <p>To build on their earlier work matching numerals to quantities by now finding and making pairs - begin to understand that a pair is two</p> <p>To be introduced to the concept of doubling and they learn that this means 'twice as many'</p> <p>To begin to combine two groups to find how many there are altogether</p> <p>LENGTH HEIGHT & TIME</p>		
White Rose Hub	<p>Alive in 5 (2 weeks)</p> <ul style="list-style-type: none"> ● Introduce zero ● Find 0 to 5 ● Subitise 0 to 5 ● Represent 0 to 5 ● 1 more ● 1 less ● Composition ● Conceptual subitising to 5 	<p>Growing 6, 7, 8 (2 weeks)</p> <ul style="list-style-type: none"> ● Find 6, 7 and 8 ● Represent 6, 7, and 8 ● 1 more ● 1 less ● Composition of 6, 7 and 8 ● Make pairs-odd and even ● Double to 8 (find a double ● Combine 2 groups ● Conceptual subitising 	<p>Length, Height and Time (1 week)</p> <ul style="list-style-type: none"> ● Explore length ● Compare length ● Explore height ● Compare height ● Talk about time ● Order and sequence time
Understanding the World			
Computing	<p>To begin to understand it is important to limit the amount of time spent using a computer, tablet or game device.</p> <p>To access the IWB to play age related games such as Busythings.</p> <p>To explore how a Beebot (or other programmable toy) will move if given it a set of instructions by pressing buttons.</p> <p>To know that technology and devices must be used sensibly and carefully.</p>		

The Natural World <i>(Science/ Geography)</i>	To talk about what they see and start saying why changes have occurred To notice the change from autumn to winter and make representations of it To notice the changes that occur when things are frozen or hot To continue noticing differences and similarities between where we live and other countries - particularly cold countries such as the Arctic To find out about animals that live where it's cold				
Past and Present <i>(History)</i>	To compare contrasting characters from stories, including figures from the past – Valentine's Day, Shrove Tuesday, Chinese New Year To talk about their own past linked to what they couldn't do but can now do (PSED)				
People Culture and Communities <i>(R.E.)</i>	To begin to recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year, Shrove Tuesday & Valentines day Theme: Celebrations Key Question: How do people celebrate?				
	Week 1 New Years Resolutions				
Expressive Art and Design <i>(Art and Design)</i>	To make more of an attempt to construct more realistic creations. To talk about the different parts, they have made To begin to develop complex stories using small world equipment or props like animal sets, dolls and dolls houses etc.				
Singing		To identify and do actions for high and low, understand the term 'pitch' and learn a new song	To recognise different pitches, demonstrate a faster and slower heartbeat and learn a new song	To recognise different pitches, explore different kinds of voice production and learn the word 'pulse'	Distinguish between 'song' and 'rhyme' and work on pitch, voice types, pulse and speed