

Reception Class – Medium Term Planning Spring 1 2022

Personal, Social & Emotional:

- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Enjoys responsibility of carrying out small tasks.
- Welcomes and values praise for what they have done.
- Aware of own feelings and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Manage own basic hygiene and personal needs.

Communication & Language:

- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences.
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Beginning to understand 'why' and 'how' questions.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Physical Development:

- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Understands that equipment and tools have to be used safely.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
- Jasmine – Cognitive, Fundamental Movement Skill Focus: Dynamic Balance: On a line Static Balance: Stance

Literacy:

- Gives meaning to marks they make as they draw, write and paint.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Read words consistent with their phonic knowledge by sound-blending.

Mathematics:

- Uses positional language.
- Shows interest in shapes in the environment.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Alive in 5! Growing 6,7,8 Building 9 and 10
- Numbers 5, 6, 7 ,8,9
- Money
- Time
- Early doubling subitising

Understanding the World:

- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Shows care and concern for living things and the environment.
- Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.
- RE - Which places are special and why? Strand: Expressing
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Expressive Arts & Design:

- Enjoys joining in with dancing and ring games.
- Taps out simple repeated rhythms.
- Uses various construction materials.
- Creates movement in response to music.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them

