

Reception Class – Medium Term Planning Spring 1 2025

<p><u>Personal, Social &amp; Emotional:</u></p> <ul style="list-style-type: none"> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps playing by responding to what others are saying or doing.</li> <li>• Children will be able to follow one step instructions.</li> <li>• Children will recognise different emotions.</li> <li>• Children will focus during short whole class activities.</li> <li>• Children will learn to wash their hands independently.</li> <li>• Children will seek support from adults and gain confidence to speak to peers and adults.</li> </ul>	<p><u>Communication &amp; Language:</u></p> <ul style="list-style-type: none"> <li>• Beginning to understand ‘why’ and ‘how’ questions.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Children will begin to understand how and why questions.</li> <li>• Children will use new vocabulary throughout the day.</li> </ul>	<p><u>Physical Development:</u></p> <ul style="list-style-type: none"> <li>• Children will be able to control a ball in different ways.</li> <li>• Children will balance on a variety of equipment and climb.</li> <li>• Children will handle scissors, pencil, and glue effectively.</li> <li>• 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.</li> <li>• Real PE – Cognitive, Fundamental Movement Skill Focus: Dynamic Balance: On a line Static Balance: Stance</li> </ul>	<p><u>Literacy:</u></p> <ul style="list-style-type: none"> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Children will be able to talk about the characters in the books they are reading.</li> <li>• Children will read words containing tricky words and digraphs.</li> <li>• Children will write labels/phrases representing the sounds with a letter/letters.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>
<p><u>Mathematics:</u></p> <ul style="list-style-type: none"> <li>• Uses positional language.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Children will have a deep understanding of numbers 1-8.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Children will understand and explore the difference between odd and even numbers.</li> <li>• Shows an interest in representing numbers.</li> <li>• Alive in 5! Growing 6,7,8 Building 9 and 10</li> <li>• Numbers 5, 6, 7 ,8,9</li> <li>• Money</li> <li>• Time</li> <li>• Early doubling subitising</li> </ul>	<p><u>Understanding the World:</u></p> <ul style="list-style-type: none"> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images.</li> <li>• Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Children will talk about past and present events in their lives and what has been read to them.</li> <li>• Children will know about people who help us within the community.</li> <li>• Children will make observations about plants discussing similarities and differences.</li> <li>• RE - Which places are special and why? Strand: Expressing – My Hindu Family; Belonging &amp; Believing</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><u>Expressive Arts &amp; Design:</u></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Uses various construction materials.</li> <li>• Children will move in time to the music.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources, and skills.</li> <li>• Stories &amp; Sounds – Structure, Area of Learning: Literacy, Aspect of Learning: Word Reading</li> <li>• Children will make props and costumes for different role play scenarios.</li> <li>• Sing songs, make music and dance linked to Space.</li> <li>• Use a range of materials, tools, techniques.</li> <li>• Experiment with colour, design, texture, form, and function</li> </ul>	