

## Reception Class – Medium Term Planning Spring 2 2026

<p><u>Personal, Social &amp; Emotional:</u></p> <ul style="list-style-type: none"> <li>Children will identify and moderate their own feelings socially and emotionally.</li> <li>Children will develop independence when dressing and undressing.</li> <li>Children will listen to the ideas of other children and agree on a solution and compromise.</li> <li>Play cooperatively, taking turns.</li> <li>Take account of other's ideas</li> <li>Confident to try new activities.</li> <li>Confident to speak in small group – talk about ideas and choose resources.</li> <li>Know and say when they do and don't need help.</li> <li>Talk about they and others show feelings.</li> <li>Talk about their own behaviour and its consequences.</li> <li>Work as part of group or class</li> <li>Adapt behaviour in different situations</li> <li>PSHE – VIP's</li> </ul>	<p><u>Communication &amp; Language:</u></p> <ul style="list-style-type: none"> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>Children will retell a story and follow a story without pictures or props.</li> <li>Children will engage in non-fiction books and use new vocabulary in different contexts.</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>Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul>	<p><u>Physical Development:</u></p> <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency</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>Jasmine – Applying Physical, Fundamental Movement Skill Focus: Coordination: Ball skills Counterbalance: With a partner</li> <li>TWINKL Move - Games – best of Balls</li> <li>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</li> </ul>	<p><u>Literacy:</u></p> <ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Children will be able to talk about the characters in the books they are reading.</li> <li>Children will retell a story using vocabulary influenced by their book.</li> <li>Children will read longer sentences containing Level 4 words and tricky words.</li> <li>Children will write words which are spelt phonetically.</li> </ul>
<p><u>Mathematics:</u></p> <ul style="list-style-type: none"> <li>Shows interest in shapes in the environment.</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Building 9 and 10</li> <li>Numbers 7 ,8,9, 10</li> <li>Money</li> <li>Halving</li> <li>Doubling</li> <li>Sharing</li> <li>Subitising</li> <li>Measurement</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>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.</li> <li>Children will talk about past and present events in their lives and what has been read to them.</li> <li>Shows care and concern for living things and the environment.</li> <li>Children will know about people who help us within the community.</li> <li>RE – Which times are special and why? Strand: Expressing</li> <li>Children will make observations about plants discussing similarities and differences.</li> </ul>	<p><u>Expressive Arts &amp; Design:</u></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Enjoys joining in with dancing and ring games.</li> <li>Taps out simple repeated rhythms.</li> <li>Uses various construction materials.</li> <li>Creates movement in response to music.</li> <li>Uses available resources to create props to support role-play.</li> <li>Create collaboratively sharing ideas, resources, and skills</li> <li>Moving Patterns – Structure, Area of Learning: Mathematics, Aspect of Learning: Numbers</li> </ul>	