

Reception Medium Term Planning-Spring

<u>Spring Term</u>	<u>Early Reading</u>			<u>Early Writing</u>								
	<u>Communication and Language</u>		<u>Expressive Art and Design</u>		<u>Physical Development</u>		<u>PSED</u>			<u>Understanding the World</u>		
	<u>Listening, Attention and Understanding</u>	<u>Speaking</u>	<u>Being Imaginative and Expressive</u>	<u>Creating with Materials</u>	<u>Fine Motor</u>	<u>Gross Motor</u>	<u>Self-Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>	<u>People, Cultures and Communities</u>	<u>The Natural World</u>	<u>Past and Present</u>
	Listens with attention	Public Speaking	Listen	Explore	Pencil Grip	Space	Understanding own feeling and regulate behaviour	Healthy eating and personal hygiene	Work and play with other	Our immediate environment	Animals and Plants	People around us
	Begins to listen in growing range of social situations	Will say social phrases and greetings with less familiar adults (head teacher, teachers from other classrooms)		Can create and make a model and explain what it is, sometimes needing some support.		Take part in a basic obstacle course exploring how to travel around, over, under and through obstacles so that they do not touch them.	Confident to speak to others about own needs, feelings, wants and interests, abilities, opinions and consider others	Takes part in exercise and talk about why it is important to take part in	Can play a co-operative game taking turns with little support.	Can use a map to locate Grangetown and other local landmarks, e.g. shops, parks, library,	Describes life cycle of a plant as: Seed-seedling-bud-flower/fruit/vegetable	
	Listens to non-fiction books and can recall some facts.	Can listen and respond in small groups, 1:1 and class discussions.	Compose and Performing	Can create a model and then with support can try and ‘improve’ their model by changing one thing.	Using small tools	Uses their senses to check the spaces that they are moving into to try and avoid objects and other people.	Can express how they are feeling and can say why they are feeling like that, what happened to make them feel like that.	Discuss and share ideas regarding screen time	Can work and play in different size groups needing little support to take turns and share	Can draw their own simple maps and use them in their play	Can sort environments by their similarities and differences and begin to offer reasons as to how they have been sorted.	People who help us
	Listens to traditional tales and order and retell 1 story.	Explanation	Can choose the instrument that they would like and play it while listening to a rhyme or song.	Can choose own materials with a purpose to make something of their own choosing.	Is an independent eater.	Be able to tell their friend how to find a space- peer teaching.	Takes pride in own work and enjoy ‘showing’ it and explains about it to the class.	Understands good hygiene practises and is actively seen to follow them out.	Chooses to work and play with their friends.	Life in this country and in others	Takes part in first hand scientific exploration of animal life cycles such as a caterpillar and can begin to name the parts of a life cycle	
	Can listen to a familiar story and follow along without pictures or props and is able to recall most of what happened.	Listens to and talks about selected non-fiction to develop a deep	Can play instruments in a sequence when performing and works with an adult to record their compositions	Can use their experience of creating and making to improve their model independently	Can cut effectively.	Shows an increasing confidence to check their shoulders when looking for a space to	Solve problems	Understands the importance of bedtime and limited screen time	Develop care and concern for others	Investigates another country, looking at how children get to school, what they do on the weekend	Understands that humans have a life cycle too and can order this life cycle.	The Past

		familiarity with new knowledge and vocabulary.	down using signs and symbols.	after discussions with an adult.		move into when changing direction. May sometimes do this without prompting.				and what type of house they live in.		
	Shows Understanding	May use story settings, characters and some key phrases from a story in their play	Uses instruments while performing songs.	Explore the art work of artists and can say whether they like their work or not and what they like of do not like. With support can imitate artists work. Romero Britto (bright colours and patterns)		Strength Balance and Co-ordination	When playing with others they will try and 'sort out' disagreements without aggression using behaviour techniques they have seen adults use.	Understands right and wrong	Shows they are good friend by acting kindly to others.	Religious and cultural communities	Notifies that there are different types of trees, flowers, grasses.	Can talk about an experience that is familiar to them and look at examples of this from the past such as a classroom.
	Begins to use prepositions correctly in speech.	Use new vocabulary through the day.	Uses their own signs or symbols to compose their own piece of music.	Explores the art work of artist and may try to use techniques the artist have used to create their own art work.	Drawing and writing	Can carry a variety of objects on a whiteboard across the room.	Follows instructions	If they break a rule they can tell you the corrective measure and what they should have done.	Build positive relationships	Recognises that Jesus is a special person and can talk about his role in the Christmas and Easter Story.	Can discuss the key features of a caterpillars/frog life cycle.	Can listen to stories and look at images of the presents and past to begin to develop an understanding of past and present.
	Understands questions such as <i>who; why; when; where</i> and <i>how</i>	Expression	Appraise	Make and share	Can hold a paintbrush to paint recognisable pictures.	Can catch a balloon with 2 hands in combination.	Becomes engrossed in an activity for sustained time period and works towards completing a set goal.	With support can begin to set their own rules during their play.	Initiates conversations taking turns when talking, sharing ideas and thoughts and showing respect to others ideas.	Can talk about the church as a special place for Christians to go to celebrate Christmas and Easter focusing on the colours of church.	Can discuss the key features of the human life cycle.	
	Can follow more complex instructions of three steps of more.	Sounds are clear and can be understood by less familiar adults.		Uses different joining materials for a purpose with support.	Talks about what they are going to draw, completes task and then talks about what they have done	Knows the skills (displays hand preparation for catching) to catch a light object in isolation and does this with increasing success.	Can sit and take part in small group work for up to 7 minutes.	Is able to talk about different rules for different places (indoors, outdoors, dining hall) and can follow the rules most of the time.	Has a small friendship group and may have developed romantic feelings for others (developmental norm).	Knows that some people do not celebrate Christmas and Easter as Christians do. Read one story from another faith (Jewish or Jevhovah witnesses).	Processes and changes	
	Holds Conversation			With support is able to continue to	.Begins to write letters, captions and	Can throw a small light object under		Develop confidence and resilience	Confidently express thoughts, opinions and needs to	Can talk about the Easter Story and the way Christians	Can name the seasons of the year and begins to discuss	

				complete their creation even with it gets a little tricky. They can share their finished creation with an adult or child showing satisfaction with their creation.	short sentences.	arm towards a large area.			familiar adults, developing respectful relationships and working together with a shared purpose in mind.	celebrates Easter during the time of Lent. Discusses Lent and makes a lent urn promise.	the changes that happen in each season.	
	May try to use humour and laugh at jokes.			Use		Can start to display control when moving around pushing an object with their feet keeping it close to their feet and can travel slowly with this object.		Is confident and self-assured and will work on a task of their own choosing even if they friend is not.	Can follow instructions and enjoys having the responsibility of carrying out tasks that help other-giving out tabards for outside play, collecting water for all the drink, carrying another chids things, colleting items for the teachers.		Names and describes some plants and animals that they can see in the outdoor environment.	
				Can create something to support their role-play or story telling such as a police badge in the gluing area to support police role-play, or a cape with materials to be a superhero.		Navigate through an obstacle course following positional instructions, led by the teacher.		Does not give up when faced with challenges, and increasingly shows resilience and perseverance independently.			Comments on the weather and relates it to the season of the year.	
						Independently display confidence following simple rules, when participating in team games.		Can safely take some risks, speaking to adult when unsure.			Can name the seasons of the year and describes the key changes using the 4 trees to help them.	
						Energetic Movements		Can talk in front of a smaller and larger group about their work and play and with support can			Materials	

								reflect on their work.				
						Uses arms when running without prompting.					Uses the correct vocabulary when describing and sorting materials.	
						Can move around the space in different speeds confidently. Can demonstrate this when asked walking, jogging and sprinting means.						
						Can crawl through tunnels and slither under benches confidently when faced with an obstacle course.						
						Develop control and fluency of movements.						
						Healthy Bodies						
						Understands that exercise increasing heart rate and physical activity keeps the heart, mind and body healthy.						
<b>Trip</b>				Visit to Mima-Creating with materials							Visit to the farm-The Natural World	
<b>Books</b>	Jack and the beanstalk  Sleeping Beauty The Prince Frog  Mrs Armitage on Wheels Handa's Surprise Shhh!											

	Mr Grumpy's Outing The Gruffalo Goodnight Moon Whatever Next! Six Dinner Sid On the Way Home Rosie's Walk Owl Babies Farmer Duck
Rhymes	Hot Cross Buns M,ix a Pancake by Christina Rossetti Caterpillar Poem by Christina Rossetti
Topics	
Role-Play	