

Medium term plan						
Reception	Autumn 1 (7 weeks 2 days)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<i>Theme</i>	This is us	It's all Ancient History	Every picture tells a story	The world around us	Into the Unknown	Fight for the right
<i>TOPIC</i>	Rosen and Donaldson	Dinosaurs	Once upon a time	All creatures great and small	3,2,1 Blast off	People who help us
Possible Experiences				Farm visit	Visiting planetarium (in school)	Visits from firefighters, police, and ambulance services (and traffic crossing patrol)
Key events	Diwali	Bonfire night (5 th November) St Andrew's day (30 th November) Christmas	Chinese New Year	Easter St David's day (1 st March) St Patrick's day (17 th March) Mother's day Ramadan	St George's Day (23rd April) Eid	Father's day
Key Texts	What makes me a me? By Ben Faulks We're Going on a Bear Hunt, By Michael Rosen Monkey Puzzle, By Julia Donaldson	The Dinosaur that Pooped By Tom Fletcher and Dougie Poynter Dinosaurs Love Underpants, By Claire Freedman	Room on the Broom, Julia Donaldson (maths link) By Julia Donaldson Three Billy Goats Gruff (Traditional tale)	Six dinner Sid, By Inga Moore (maths link) What the Ladybird heard, Julia Donaldson One is a snail, ten is a crab, by April Pulley Sayre	10 Black Dots, By Donald Crews (maths link) How to Catch a Star, By Oliver Jeffers 10 Little Dinosaurs, by Mike Brownlow	The Secret Path, Nick Butterworth (maths link) People who Help Us (series) (non-fiction)
Poems/Rhymes	We're all Special	5 currant buns in a baker's shop (counting rhyme) Five Little Speckled Frogs	10 in the bed (maths link) When Goldilocks went to the house of the bears (song)	Days of the week (song)	Zoom, zoom, zoom, we're going to the moon! (song) Five Little Men in a	Five Little Firemen

			Mary had a Little Lamb		Flying Saucer	
C + L	<p>Listening, attention and understanding Understands how to listen carefully and why listening is important.</p> <p>Speaking Asks questions to find out more and check they understand what has been said to them.</p>	<p>Listening, attention and understanding Listens carefully to rhymes and songs, paying attention to how they sound. Listens to and talks about stories to build familiarity and understanding. Learns new vocabulary.</p> <p>Speaking Is developing social phrases.</p>	<p>Listening, attention and understanding Uses new vocabulary through the day.</p> <p>Speaking Can retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Listening, attention and understanding Learns rhymes, poems and songs.</p> <p>Speaking Is able to describe events in some detail. Can use new vocabulary in different contexts.</p>	<p>Listening, attention and understanding Engages in non-fiction books.</p> <p>Speaking Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen. Can connect one idea or action to another using a range of connectives.</p>	<p>Listening, attention and understanding Listens to and talks about non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Speaking Is able to articulate their ideas and thoughts in well-formed sentences.</p>
PSED	<p>Self-regulation Express their feelings and being to consider the feelings of others.</p> <p>Managing self See themselves as a valuable individual. Be able to use the toilet and wash hands with minimal support. Begin to understand class and school rules by saying them.</p>	<p>Self-regulation Is able to identify their own feelings. Identifies the feelings of others.</p> <p>Managing self Tries new activities with support. Can explain the school and class rules and demonstrate them most of the time. Can talk about the</p>	<p>Self-regulation Can describe their feelings and begin to self-calm when needed. Can give focused attention to the teacher when called most of the time.</p> <p>Managing self Can use the toilet, manage buttons and zips on clothing and wash hands mostly</p>	<p>Self-regulation Is able to take turns and wait for what they want most of the time. Can give focused attention to the teacher when called, even when engaged in another task.</p> <p>Managing self Can talk about the importance of good bedtime/sleep routines. Can talk about the</p>	<p>Self-regulation Uses their words not their hands in situations of conflict much of the time. Will switch to a teacher directed task, even if previously engaged in a child-led task with support.</p> <p>Managing self Shows resilience and perseverance in the face</p>	<p>Self-regulation Will switch to a teacher directed task, even if previously engaged in a child-led task with minimal support.</p> <p>Managing self Will keep trying at a task, even if they initially fail.</p> <p>Building relationships Can talk about the importance of regular</p>

	<p>Building relationships Separates from carers without fuss when entering school.</p>	<p>importance of healthy food choices. Building relationships Explore and build healthy friendships.</p>	<p>independently. Tries new activities independently. Knows and can talk about the importance of brushing your teeth correctly (did Goldilocks brush after eating the porridge?). Building relationships Has friends and forms positive attachments with familiar adults.</p>	<p>importance of sensible amounts of screen time (enjoy the world around us). Building relationships Demonstrates understanding of the feelings and perspectives of others.</p>	<p>of a challenge. Can use the toilet, manage buttons and zips on clothing and wash hands independently. Building relationships Has a regular friendship group with whom they work and play frequently.</p>	<p>physical activity (sports day link). Can talk about and show road safety awareness (traffic-crossing officer link).</p>
PD	<p>Gross motor skills Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Fine motor skills Begin using a range of tools such as pencils, paintbrushes, scissors and cutlery safely.</p>	<p>Gross motor skills Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Agility: know that moving into space</p>	<p>Gross motor skills Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control. Throwing: know to point my hand at my target when throwing.</p>	<p>Gross motor skills Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Fine motor skills Is beginning to show accuracy and care when</p>	<p>Gross motor skills Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Fine motor skills Is developing the foundations of a handwriting style that is</p>	<p>Gross motor skills Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Throwing: know to point my hand at my target when throwing. Catching: know to have</p>

	<p>Mostly uses a dominant hand for using tools.</p> <p>Can trace their name and follow/copy lines and shapes (including letters and numbers) with writing and drawing tools.</p>	<p>away from others helps to keep me safe.</p> <p>Balance: know that I can hold my arms out to help me to balance.</p> <p>Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.</p> <p>Speed: know that I use big steps to run and small steps to stop.</p> <p>Strength: understand that I can hold my weight on different parts of my body.</p> <p>Stamina: understand that moving for a long time can make me feel tired.</p> <p>Throwing: know to point my hand at my target when throwing.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Fine motor skills Mostly uses the tripod grip for writing tools.</p>	<p>Catching: know to have hands out ready to catch.</p> <p>Hitting: know to point my hand/object at my target when hitting a ball.</p> <p>Fine motor skills Mostly uses the tripod grip for writing tools. Colours and paints within a guide with increasing accuracy. Forms many letters and numbers correctly with growing independence. Uses scissors with increasing accuracy. Can use cutlery correctly with minimal support.</p>	<p>drawing, writing, painting and cutting.</p>	<p>fast, accurate and efficient.</p>	<p>hands out ready to catch.</p> <p>Fine motor skills Uses tools confidently and independently with safety, control and accuracy.</p>
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UtW	<p>Past and Present Talk about similarities and differences in their life between when they were a baby and now.</p> <p>People, culture and communities Name and describe people who are in their family. Can describe their home and the local environment. Begin to recognise people have different beliefs and celebrate special times in different ways (link to</p>	<p>Past and Present Can talk about similarities and differences between the past and now (pre-historic world and Christmas now vs Christmas in the past).</p> <p>People, culture and communities Recognises people have different beliefs and celebrate special times in different ways (Christmas). Understand that some places are special to members of their community</p>	<p>Past and Present Can compare and contrast characters from stories including figures from the past.</p> <p>People, culture and communities Recognises people have different beliefs and celebrate special times in different ways (Chinese New Year). Is able to get information from a simple map (link to What the Ladybird Heard).</p> <p>The natural world Recognises that some</p>	<p>Past and Present Talk about an image of a familiar situation in the past (how Easter celebrations have changed over time).</p> <p>People, culture and communities Recognises people have different beliefs and celebrate special times in different ways (Easter and Ramadan).</p> <p>The natural world Explore the natural world around us (out-door learning) including animals and plants. Describe what they can</p>	<p>Past and Present Can compare and contrast characters from stories including figures from the past (St George's day).</p> <p>People, culture and communities Understand that some places are special to members of their community (mosque and Eid celebrations).</p> <p>The natural world Begins to understand the effect of changing seasons on the natural world around us (Spring to Summer).</p>	<p>Past and Present Can compare and contrast characters from stories including figures from the past.</p> <p>People, culture and communities Recognise some similarities and differences between life in this country and life in other countries (compare police, firemen, doctors etc...)</p> <p>The natural world Recognise some environments are different to the one in which they live (link to</p>

	<p>Diwali).</p> <p>The natural world Begins to understand the effect of changing seasons on the natural world around us (Summer to Autumn).</p>	<p>(e.g.church).</p> <p>The natural world Begins to understand the effect of changing seasons on the natural world around us (Autumn to Winter).</p>	<p>environments are different to the one they live in.</p>	<p>see, hear, smell and feel whilst outside. Understand some life processes in the natural world (tadpoles to frogs/caterpillars to butterflies). Begins to understand the effect of changing seasons on the natural world around us (Winter to Spring).</p>		<p>people who help us in other countries and their environments).</p>
EAD	<p>Creating with materials Explore materials and tools (self-portraits and family portraits). Explore collage using natural materials (Autumnal scene). Being imaginative and expressive Listen to different music, moving their body in response.</p>	<p>Creating with materials Explore techniques such as printing (dinosaur artworks). Describe the art they make. Using natural materials, discuss textures when creating a background (Winter scene/dinosaur environment) Being imaginative and expressive Sing known nursery</p>	<p>Creating with materials Use a variety of materials to build bridges (link to Billy Goats Gruff). Role-play stories, working collaboratively, sharing ideas, resources (including dressing-up) and skills with support of an adult. Being imaginative and expressive Perform a song or nursery rhyme in a group, following a melody with adult</p>	<p>Creating with materials Role-play stories, working collaboratively, sharing ideas, resources (including dressing-up) and skills. Choose materials and techniques to create animal pictures. Safely use a variety of materials and tools to create a Spring scene. Being imaginative and expressive Develop storylines in their pretend play.</p>	<p>Creating with materials Safely use a variety of materials to build rockets and explain their choices. Choose materials and refine techniques to create space scenes, describing their choices. Being imaginative and expressive Perform a song with actions on their own or in a group. Explore using a variety of instruments/sound-makers to make space</p>	<p>Creating with materials Using props, role-play safely crossing the road. Using props, role-play different people who help us. Safely use a variety of materials, tools and techniques to create a Summer scene, describing and explaining their choices. Being imaginative and expressive Confidently perform a range of songs and nursery rhymes.</p>

		rhymes. Listen to different music, moving their body in response and talking about how it makes them feel. Experiment with untuned instruments to make patterns in sound (dinosaur footsteps).	support. Recount known stories through pretend play with peers, sometimes with adaptations. Experiment with a variety of instruments/sound-makers to make accompanying sounds to the telling of the Billy Goats Gruff.		sounds.	
M	Number Match and Sort Compare amounts Representing 1, 2 & 3 Numerical Patterns Compare size, mass and capacity Exploring pattern Circles and triangles	Number Comparing 1, 2 & 3 Composition of 1, 2 & 3 Representing numbers to 5 One more, one less Numerical Patterns Positional language Shapes with 4 sides Time	Number Introducing zero Comparing numbers to 5 Composition of numbers 4 & 5 6, 7, & 8 Combining 2 amounts Numerical Patterns Compare Mass Compare Capacity Length and height	Number Making pairs Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 Numerical Patterns Time 3D shapes Patterns	Number Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away Numerical Patterns Spatial reasoning: Match, rotate, manipulate Spatial reasoning: Compose and decompose	Number Doubling Sharing and grouping Even and odd Deepening understanding Patterns and relationships Numerical Patterns Spatial reasoning: Visualise and build Mapping
L	Comprehension Make predictions about texts Word Reading	Comprehension Make predictions about texts Retell stories using	Comprehension Re-read books to build confidence in fluency and understanding	Comprehension Re-read books to build confidence in fluency and understanding	Comprehension Retell stories using own words Use and understand new	Comprehension Re-read books to build confidence in fluency and understanding

	<p><i>Twinkl Phonics</i> (see Early Reading Policy)</p> <p>Writing</p> <p>Identify sounds and write them in letter(s)</p>	<p>own words</p> <p>Word Reading</p> <p><i>Twinkl Phonics</i> (see Early Reading Policy)</p> <p>Writing</p> <p>Form lower and upper case letters correctly</p> <p>Identify sounds and write them in letter(s)</p>	<p>Retell stories using own words</p> <p>Word Reading</p> <p><i>Twinkl Phonics</i> (see Early Reading Policy)</p> <p>Writing</p> <p>Form lower and upper case letters correctly</p> <p>Identify sounds and write them in letter(s)</p> <p>Write short sentences with capital letters and full stops.</p>	<p>Use and understand new words from text</p> <p>Word Reading</p> <p><i>Twinkl Phonics</i> (see Early Reading Policy)</p> <p>Writing</p> <p>Form lower and upper case letters correctly</p> <p>Identify sounds and write them in letter(s)</p> <p>Write short sentences with capital letters and full stops.</p>	<p>words from text</p> <p>Word Reading</p> <p><i>Twinkl Phonics</i> (see Early Reading Policy)</p> <p>Writing</p> <p>Form lower and upper case letters correctly</p> <p>Identify sounds and write them in letter(s)</p> <p>Write short sentences with capital letters and full stops.</p> <p>Re-read work to check for sense</p>	<p>Make predictions about texts</p> <p>Retell stories using own words</p> <p>Use and understand new words from text</p> <p>Word Reading</p> <p><i>Twinkl Phonics</i> (see Early Reading Policy)</p> <p>Writing</p> <p>Form lower and upper case letters correctly</p> <p>Identify sounds and write them in letter(s)</p> <p>Write short sentences with capital letters and full stops.</p> <p>Re-read work to check for sense</p>
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