Medium Term Plans – Reception



Learning in Reception builds on Nursery foundations, ensuring children are ready for Key Stage 1. Daily practice reflects the expectations for high-quality interactions, language development and purposeful play.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes These may be adapted at any point to allow for children's interest through the provision	*Me and My World* *Awesome Autumn*	*Colour and Light* *It's Christmas!*	It's Freezing! *It's Storytime*	*Superheroes* *Far, far away…*	*Nature Explorers* *Out and about…*	*Creatures Great and Small* *Ready Steady Go*
Children's learning is built on six core foundations. These are prioritised every day, in every half term: • **Communication and Language** – high-quality interactions, modelling language, extending vocabulary • **Physical Development** – daily gross motor outdoors, fine motor control and fluency • **Personal, Social and Emotional Development** – independence, relationships and self-regulation • **Executive Function** – attention, memory, flexibility and self-control • **Early Literacy** – developing reading and writing through phonics, talk and meaningful mark making • **Mathematics** – developing number sense, pattern, shape and problem solving				**Every day, children will:** • Engage in high-quality interactions with adults • Develop language through talk, stories and play • Apply early reading, writing and mathematical knowledge • Practise routines, independence and self-regulation • Develop physical skills through active indoor and outdoor play • Build the knowledge, confidence and behaviours needed for Key Stage 1		

Core Knowledge Statements			
Geography *Place Knowledge – Local Area* *Map Work and Field Work* *Place Knowledge World* *Environment/ Sustainability*	*Place Knowledge – Local Area* • I go to xxx Academy • xxx academy is in Coventry/ New Arley/ Nuneaton	*Map Work and Field Work* • Maps show different places *Place Knowledge World* • People live in different countries • xxx is a country far away	*Environment/ Sustainability* Recycling helps our world People can grow their own food to eat *Place Knowledge – Local Area* There are different places to visit near where I live
History *Significant People* *Significant Event* *Chronological Knowledge* *Society and Daily Life*	*Significant Event* • In the past Guy Fawkes and his friends tried to hurt the King. • Now Bonfire night happens to remember this.	*Chronological Knowledge* The past has already happened and the present is now. In the past equipment and fire engines were different. *Significant People* In the past we had a Queen and now we have a King.	*Significant People* *Mary Anning is important because she found fossils.* *Society and Daily Life* In the past people went on holidays Some holiday activities are the same and some are different now.
Science *The Seasons*	*The Seasons*	*The Seasons*	*The Seasons* The four seasons are, Autumn, Winter, Spring and Summer

Animals *The Human Body* *Plants* *Changing Materials*	• The four seasons are, Autumn, Winter, Spring and Summer. • *Leaves change colour and the weather gets colder in Autumn.* *Animals* • Some animals are awake at night • Animals live in different places	The four seasons are, Autumn, Winter, Spring and Summer *Changing Materials* • Water turns to ice when it is freezes. • Ice turns to water when it melts. *The Human body* • It is important to keep my body healthy. • Most bodies have a head, arms, hands, legs, knees and feet.	• The weather gets warmer in Spring. *The Human body* • It is important to drink more water and protect our skin in Summer. *Plants* • Plants have different parts. • Most plants need water to grow and stay healthy. • Some plants are safe to eat *Animals* • Some animals can be pets. • Some animals live in the wild. • We can find minibeast in our school grounds.

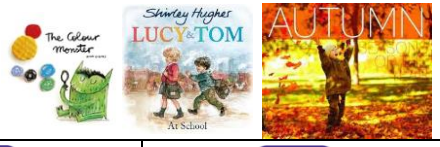
Autumn 1

Me and My World Awesome Autumn

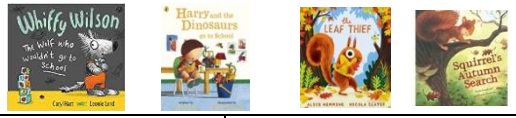
Settling and Readiness - Emphasis: routines, attention, early phonics readiness

What children are becoming	What children will know	What children will be able to do
Children who feel confident, settled and ready to learn within the Reception environment.	• Classroom routines help everyone learn. • Sounds, stories and talk help us become readers and writers. • Numbers help us describe and compare the world around us.	• Follow familiar routines independently. • Listen and respond during whole-class learning. • Begin to apply early phonics and counting during play.
Communication & Language • Listen and respond in whole-class and small group situations • Use simple sentences to communicate ideas **PSED** • Follow class routines and expectations • Begin to manage behaviour within a group	**Executive Function** • Sustain attention in short adult-led inputs • Follow simple 1–2 step instructions **Physical Development** • Develop pencil grip and control • Build core strength and posture for writing	**Early Literacy & Phonics** • Recognise that print carries meaning • Begin oral blending and segmenting • Learn initial sounds (Set 1 start) **Mathematics** • Subitise small quantities (1–3/4) • Count with 1:1 correspondence • Begin to understand composition of number

Core Texts:



Suggested Supplementary Texts:



Ongoing Poetry:



Making Conversation	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
Develop communication and language through: • Daily storytelling, discussion and role play • Explicit teaching of classroom vocabulary • Opportunities to talk about experiences and interests • Structured partner talk • Listening games and attention-building activities **Leads to:** listening in groups, turn-taking in conversation	• Establishing classroom routines and expectations • Building relationships and friendships • Teaching and modelling emotional vocabulary • Turn-taking games and collaborative play • Opportunities to make choices within provision • Stories that explore belonging and community **Leads to:** emotional literacy, classroom independence, shared attention, belonging	Gross Motor • Daily outdoor physical play - climbing, balancing and coordination activities • Action songs and movement games • Obstacle courses and movement challenges • Opportunities to carry, push, pull and transport • Activities that develop core strength and posture Fine Motor • Dough Disco and finger strengthening activities • Threading, construction and manipulative play • Large- and small-scale mark making • Opportunities to explore a range of tools • Modelling effective grip and tool use • Self-care routines including dressing and fastenings **Leads to:** coordination, balance, hand strength, tool control	• Daily Read Write Inc. phonics teaching (introducing Set 1 sounds) • Drawing Club storytelling and discussion • Opportunities to draw and give meaning to marks • Oral blending and segmenting games • Sharing and discussing high-quality texts • Recognising names and environmental print • Retelling familiar stories through play, talk and drawing **Leads to:** print awareness, sound awareness, story engagement, purposeful mark making	**Mastering Number** • Daily counting through songs, routines and play • Subitising small quantities • Matching, sorting and comparing objects • Exploring pattern through practical experiences • Talking about quantity using mathematical language • Mathematical stories and Numberblocks • **White Rose Maths** **Just like me!** wks 4-6 Maths and Sort. Compare Amounts Compare Size, Mass and Capacity, Exploring Pattern **Leads to:** quantity awareness, counting principles, subitising, mathematical language.	• Exploring themselves, their families and their community • Observing similarities and differences • Exploring colour, shape and texture • Singing familiar songs and rhymes • Imaginative play linked to familiar experiences Curriculum Entitlement **Art** • Painting: self-portraits **Music** • Singing familiar songs and rhymes **Leads to:** belonging, observation, self-expression, creativity

Autumn 2

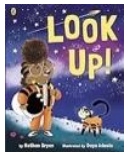
Colour and Light It's Christmas!

Early Application - Emphasis: securing phonics and early writing behaviours

What children are becoming	What children will know	What children will be able to do
Children who are increasingly independent and beginning to apply their learning with confidence.	• Letters represent sounds that can be blended to read words. • Practice helps us improve. • Numbers can be compared and represented in different ways.	• Blend simple words using known sounds. • Write labels and simple captions. • Explain their thinking using simple sentences.

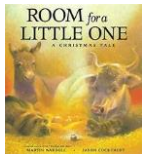
Communication & Language	Executive Function	Early Literacy & Phonics
• Speak in longer sentences using taught vocabulary • Begin to explain ideas (e.g. using "because") **PSED** • Work alongside others and take turns • Begin to show independence in routines	• Follow routines independently with visual support • Maintain focus for longer adult-led sessions **Physical Development** • Secure dominant hand and improving pencil control • Develop fine motor strength for writing	• Secure Set 1 sounds • Blend orally and begin to read simple CVC words • Begin writing labels and simple captions **Mathematics** • Count to 5 and beyond • Understand "whole" and begin part–whole thinking • Compare quantities

Core Texts









Suggested Supplementary Texts:



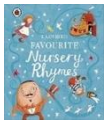






On going Poetry:





Making Conversation	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
Develop communication and language through: • Talking partners and small group discussion • Story discussions and retelling • Vocabulary instruction linked to texts and topics • Opportunities to explain what they are doing • Modelling full sentences **Leads to:** listening in groups, turn-taking in conversation, vocabulary development	• Explicit teaching of classroom expectations • Opportunities to persevere with challenge • Supported goal setting during play and learning • Encouraging children to identify strategies that help them learn • Activities that require remembering routines and instructions • Stories exploring perseverance and responsibility **Leads to:** resilience, working memory, self-control, independence	Gross Motor: • Outdoor movement challenges • Throwing, rolling and catching games • Dance and movement activities • Activities developing agility and balance • PE sessions focused on coordination and control Fine Motor: • Scissor skills and cutting activities • Fine motor challenges requiring increasing precision • Construction and joining activities • Daily drawing and mark making opportunities • Activities strengthening wrists and fingers **Leads to:** agility, coordination, dexterity, handwriting readiness	• Daily Read Write Inc. phonics teaching (continuing Set 1 sounds and special friends) • Drawing Club opportunities to draw, talk and record ideas • Oral blending and segmenting using known sounds • Shared writing and modelled sentence construction • Re-telling familiar stories and experiences • Opportunities to write labels, names and meaningful words **Leads to:** phonics use, story retelling, purposeful writing	**Mastering Number** • Counting objects accurately • Comparing groups and quantities • Exploring composition within 5 • Identifying, copying and creating patterns • Representing numbers in different ways • Mathematical games and practical problem solving **White Rose Maths** **I''s Me 1 2 3!** wks 7-8 Circles and Triangles Positional Language **Light and Dark** wks10-12 Shapes with 4 Sides Time **Leads to:** counting confidence, comparison, pattern spotting	• Exploring celebrations and traditions – Diwali, Bonfire, Christmas • Investigating light, colour and materials • Creating and responding to art • Performing for an audience Curriculum Entitlement **Art** • Sculpture: Diva lamps **D&T** • Textiles: exploring materials and creating a party hat **Music** • Christmas performance **Leads to:** cultural awareness, creativity, performance confidence

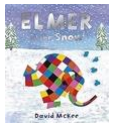
Spring 1

It's Freezing Once upon a time…

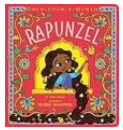
Developing Fluency - Emphasis: reading, writing and number becoming more automatic

What children are becoming	What children will know	What children will be able to do
Children who are developing fluency, resilience and confidence as learners.	• Reading, writing and maths skills become stronger through regular practice. • Stories have structure and meaning. • We can solve problems by thinking carefully.	• Read and write with increasing independence. • Sustain attention during longer learning activities. • Explain their ideas and mathematical thinking.
Communication & Language • Retell stories and talk about events • Use talk to organise thinking **PSED** • Show resilience and begin to persevere • Engage in whole-class learning routines	**Executive Function** • Sustain attention for longer periods • Follow 2-step instructions consistently **Physical Development** • Use tools with control (scissors, pencils) • Develop fluency in mark-making	**Early Literacy & Phonics** • Blend and read CVC words confidently • Begin writing simple sentences • Use finger spaces and attempt full stops **Mathematics** • Secure understanding of numbers to 5 • Explore composition and "1 more / 1 less" • Begin to connect counting to quantity

Core Texts:









Suggested Supplementary Texts:

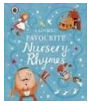







On going Poetry:





Making Conversation	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
Develop communication and language through: • Discussions about stories, rhymes and non-fiction • Opportunities to talk about learning and experiences • Structured questioning • Introducing subject-specific vocabulary • Collaborative play and problem solving **Leads to:** listening attentively, sharing ideas, recalling information	• Opportunities to plan and complete tasks • Collaborative learning and problem solving • Reflection on successes and challenges • Encouraging children to manage resources independently • Games requiring sustained attention and rule following • Stories that explore courage and determination **Leads to:** sustained attention, responsibility, persistence, confidence	Gross Motor: • Gymnastics and balance activities • Outdoor physical challenges • Activities requiring controlled movement • Games requiring body control and coordination • Opportunities to develop stamina and endurance Fine Motor: • Manipulating small resources and tools • Activities requiring bilateral coordination • Fine motor activities requiring increasing accuracy • Hand strengthening activities • Structured handwriting readiness experiences **Leads to:** balance, stamina, coordination, pencil control	• Daily Read Write Inc. phonics teaching and review of Set 1 sounds • Introducing Fred in Head when children are ready • Drawing Club storytelling and character development • Shared reading and discussion of stories and non-fiction • Opportunities to represent ideas through drawing and writing • Modelling how spoken sentences can be recorded **Leads to:** blending fluency, story structure, sentence awareness, writing confidence	**Mastering Number** • Exploring numbers to 5 in depth • Investigating part-whole relationships • Comparing and ordering quantities • Subitising and recognising patterns • Exploring shape and spatial language • Solving practical mathematical problems **White Rose Maths** **Alive in 5!** wks 1-3 Compare Mass Compare Capacity **Growing 6,7 and 8** wks 4-6 Making pairs Length and time **Leads to:** number sense, composition, comparison,	• Investigating winter and seasonal change • Exploring ice, water and materials • Observing and describing the natural world • Asking questions and making predictions Curriculum Entitlement **Art** • Drawing: Arctic animals **D&T** • Cooking and Nutrition: pancakes **Music** • Singing songs and rhymes • Exploring tuned and untuned percussion **Leads to:** enquiry, observation, exploration

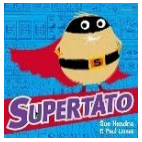
Spring 2

Superheroes Far, Far Away

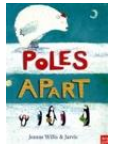
Independence and Accuracy - Emphasis: applying skills independently

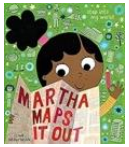
What children are becoming	What children will know	What children will be able to do
Children who can think independently, make choices and apply their learning across the curriculum.	• Different learning can be connected together. • We learn from mistakes and keep trying. • Good learners check and improve their work.	• Write simple sentences independently. • Use phonics confidently in reading and writing. • Solve simple mathematical problems and explain their reasoning
Communication & Language • Explain ideas clearly using full sentences • Use vocabulary from texts independently **PSED** • Work cooperatively with others • Follow rules and routines independently	**Executive Function** • Work towards simple goals • Maintain focus during independent tasks **Physical Development** • Increasing control and accuracy in writing • Use tools safely and purposefully	**Early Literacy & Phonics** • Read CCVC/CVCC words • Write simple sentences independently • Begin to use capital letters and full stops **Mathematics** • Secure numbers to 10 • Explore number composition (5 + a bit) • Begin to recognise patterns and relationships

Core Texts:

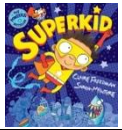








Suggested Supplementary Texts:

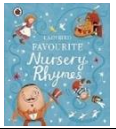







On going Poetry:





Managing Me	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
• Develop communication and language through: • Story and non-fiction discussions • Opportunities to ask questions and share opinions • Role play linked to themes and texts • Modelling rich vocabulary and sentence structures • Encouraging children to elaborate and explain **Leads to:** questioning, explaining, vocabulary use	• Open-ended challenges requiring planning and decision making • Opportunities to solve disagreements and conflicts • Activities that require adapting thinking and strategies • Encouraging children to evaluate their own work • Emotional coaching linked to setbacks and mistakes • Stories that explore fairness and empathy **Leads to:** self-regulation, cognitive flexibility, empathy, problem solving	Gross Motor: • Games requiring agility and coordination • Team activities and movement challenges • Activities developing speed, control and balance • PE activities focused on applying movement skills Fine Motor: • Cutting, joining and construction challenges • Drawing and mark making linked to purposeful outcomes • Activities developing wrist and finger control • Opportunities to develop letter formation where appropriate **Leads to:** coordination, control, finger strength, letter formation	• Daily Read Write Inc. teaching including review and assessment points • Drawing Club opportunities to innovate and extend stories • Shared and guided writing experiences • Opportunities to compose and record simple sentences • Exploring how authors create characters and settings • Reading and discussing a wider range of texts **Leads to:** sentence writing, vocabulary use, writing confidence	**Mastering Number** • Exploring numbers beyond 5 • Representing numbers in different ways • Identifying relationships between numbers • Investigating shape, pattern and measure • Using mathematical language to explain thinking • Solving problems collaboratively **White Rose Maths** **Building 9 and 10** wks 7-9 3D Shape awareness Patterns **Leads to:** number fluency, reasoning, mathematical confidence	• Learning about people who help us and their roles in the community • Exploring the local area and identifying familiar places • Using simple maps to represent and navigate familiar environments • Following and creating simple routes using positional language • Designing and creating for a purpose • Expressing ideas through role play, storytelling and performance Curriculum Entitlement **Art** • Printing: repeating patterns **Music** • Tuned and untuned percussion **Leads to:** community awareness, mapping, problem solving

Summer 1

Nature Explorers Out and about…

Fluency and Confidence - Emphasis: building fluency across reading, writing and maths

What children are becoming	What children will know	What children will be able to do
Children who are confident learners, ready to tackle new challenges.	• Reading, writing and maths help us understand the world. • We can use what we already know to learn something new. • Practice builds confidence.	• Read simple books with growing fluency. • Write sentences that others can read. • Apply mathematical knowledge independently in play and adult-led learning.

Communication & Language
- Participate in discussions and respond to others
- Use talk to plan and explain

PSED
- Show independence and resilience in learning
- Take on challenges and persist

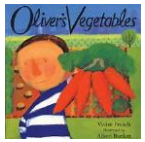
Executive Function
- Sustain attention in longer tasks
- Begin to self-monitor work

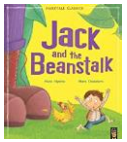
Physical Development
- Write with increasing fluency and control
- Maintain stamina for writing tasks

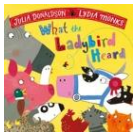
Early Literacy & Phonics
- Read simple sentences fluently
- Write sentences that can be read by others
- Begin simple storytelling in writing

Mathematics
- Explore numbers beyond 10
- Understand doubles and patterns
- Use mathematical language to explain thinking

Core Texts:

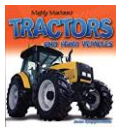




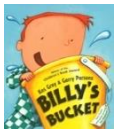




Suggested Supplementary Texts:



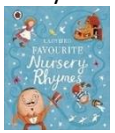






On going Poetry:





Managing Me	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
Develop communication and language through: • Debates, discussions and shared problem solving • Opportunities to explain ideas and experiences • Retelling stories using new vocabulary • Introducing past, present and future language • Sustained conversations with adults and peers **Leads to:** explanation, narrative language, rea	• Opportunities to manage routines independently • Collaborative projects with shared goals • Reflection on personal progress and achievements • Increasing responsibility within the classroom • Activities that require planning and organisation • Stories that explore leadership and service **Leads to:** independence, organisation, resilience, responsibility	Gross motor: • Sports Day preparation • Team games and collaborative physical • activities • Activities developing stamina and resilience • Physical challenges requiring coordination and control Fine Motor: • Sustained fine motor challenges • Opportunities to use a range of tools accurately • Handwriting linked to purposeful writing • Activities developing speed and fluency of movement **Leads to:** stamina, coordination, physical confidence, pencil fluency	• Daily Read Write Inc. teaching, introducing Set 2 sounds where appropriate • Drawing Club story invention and problem solving • Shared reading with increasing fluency and comprehension • Opportunities to write for a range of meaningful purposes • Exploring how stories are organised and sequenced • Using talk to rehearse ideas before writing **Leads to:** reading fluency, story composition, purposeful writing, narrative understanding	**Mastering Number** • Composing and decomposing numbers • Exploring doubles and patterns • Applying mathematical knowledge in play • Investigating shape, space and measure • Using mathematical vocabulary to explain ideas • Solving practical problems independently **White Rose Maths** **To 20 and beyond** wks 1-3 Spatial Reasoning 1 Match Rotate **First Then Now** wks 4-6 Spatial Reasoning 2 **Leads to:** automaticity, problem solving, mathematical understanding	• Observing plants, animals an habitats • Growing and caring for living things • Exploring life cycles through first hand observations of living things. • Observing seasonal change in spring and summer • Exploring pattern, colour and texture in nature • Recording observations through talk, drawing, models and photographs • Asking questions and making predictions about the natural world Curriculum Entitlement **Art** • Painting: a place visited **Music** • Singing songs and rhymes **Leads to:** scientific enquiry, observation, understanding change over time, appreciation of nature

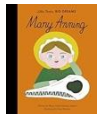
Summer 2

Creatures Great and Small Ready, Steady Go!

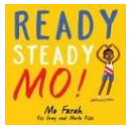
Readiness for Year 1 - Emphasis: independence, fluency, and application

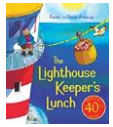
What children are becoming Children who are ready for the next stage of their learning journey in Year 1.	What children will know • They have learned many important skills that will help them in Key Stage 1. • Learning sometimes feels challenging and perseverance helps us succeed. • They are capable, independent learners.	What children will be able to do • Participate confidently in whole-class learning. • Read, write and use mathematics in meaningful situations. • Work independently, manage routines and explain their thinking.
Communication & Language • Speak confidently in full sentences • Explain ideas, experiences and reasoning **PSED** • Work independently and as part of a group • Show resilience and self-regulation	**Executive Function** • Sustain attention in structured lessons • Follow multi-step instructions **Physical Development** • Secure pencil grip and fluent handwriting • Use tools confidently and safely	**Early Literacy & Phonics** • Read simple books fluently • Write sentences with basic punctuation • Apply phonics independently **Mathematics** • Secure number knowledge to 10 • Recall key facts (bonds, doubles) • Explain mathematical thinking clearly

Core Texts:









Suggested Supplementary Texts:



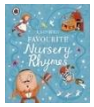






On going Poetry:





Managing Me	Managing Me	Muscles and Movement	Mark Making and Meaning	Mathematics	My Marvellous World
• Develop communication and • language through: • Whole-class and small-group discussions • Storytelling and recounting experiences • Opportunities to explain thinking and learning • Vocabulary-rich conversations across all • areas • Encouraging children to build on the ideas of others • Listen and respond in whole-class learning. **Leads to:** listening attentively, asking relevant questions, explaining ideas, confident communication	• Increasing independence across the school day including selecting and using resources independently • Opportunities to manage challenges without immediate adult support • Select resources independently. • Complete familiar tasks without adult support • Reflection on learning, strengths and next steps • Collaborative tasks requiring negotiation and teamwork • Transition activities and discussions about change • Children can identify when they need help and use strategies to keep going. • Sustain attention in longer tasks • Self-monitor and improve work where appropriate	**Gross Motor** • Team games and cooperative challenges • Activities requiring coordination and spatial awareness • Sports and movement activities that build confidence • Opportunities to apply movement skills independently **Fine Motor** • Applying fine motor skills across the curriculum • Precision activities requiring accuracy and control • Purposeful handwriting opportunities • Independent management of resources and belongings • **Leads to:** coordination, teamwork, automaticity,	• Daily Read Write Inc. teaching and consolidation sounds • Drawing Club opportunities to create, adapt and retell stories independently • Writing linked to real purposes and meaningful contexts • Apply known phonics automatically in reading and writing • Write independently for a range of purposes. • Re-read writing to check it makes sense. • Opportunities to discuss, evaluate and improve ideas • Exposure to a wide range of stories, poems and non-fiction • Shared and independent reading opportunities • Read simple sentences with increasing fluency	**Mastering Number** • Applying number knowledge across the curriculum • Revisiting and securing key concepts • Exploring patterns and relationships • Solving practical problems in meaningful contexts • Explaining mathematical thinking and reasoning • Using mathematical knowledge independently in provision • Explain mathematical thinking. • Apply number knowledge to solve problems. **White Rose Maths** **Find my Pattern** wks7-9 Spatial Reasoning 3 **On the Move** wks 10-12 patterns and relationships Spatial Reasoning 4	• Learning about animals and habitats • Comparing environments and living things • Exploring similarities and differences between people, places and cultures • Finding out about how things have changed over time • Talking about own past and changes in their lives • Exploring photographs, artefacts and stories from the past • Creating representations using a range of materials and media • Using music, movement and storytelling to express ideas Curriculum Entitlement **Art** • Collage: Seaside Scene **D&T** • Structures: House **Music** • Improvising and Composing: Animal Music **Leads to:** historical awareness, understanding change over time,

	Leads to: self-regulation, confidence, resilience, Year 1 readiness.	independence, Year 1 readiness	**Leads to:** independent composition, reading confidence, communication through writing, Year 1 readiness	**Leads to:** reasoning, application, confidence, Year 1 readiness	creativity, communication and Year 1 readiness