

# Reception Medium Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy (CL)	<p>Ourselves: Non-fiction: Names, labels &amp; captions – Weeks 1-2 These sessions start with the chn themselves and their experiences. They share information and write imaginative captions and labels, using books as stimulation. They remember themselves as babies and create amazing self-portraits.</p> <p>Journeys: Fiction: Fantasy &amp; reality – Weeks 3-5 Chn talk about journeys they've made, local &amp; long-distance. Using books by Anthony Browne &amp; John Burningham they explore &amp; write about fantasy</p>	<p>Stories &amp; Celebrations: Fiction: Traditional tales – Weeks 8-11 Inspiring unit on traditional tales linking to topic work which includes winter festivals. Looking at 'goodies/baddies', using storytelling as a structure, chn end by telling &amp; writing a trad tale. You will be amazed at the outputs.</p> <p>Stories &amp; Celebrations: Poetry: Hanukkah, lights &amp; Christmas – Weeks 12-13 Using some poems, chn explore their feelings about the dark &amp; then relate these to Hanukkah &amp; Christmas. Use an Animated Tale to think about the meaning of Xmas.</p>	<p>Dinosaurs: Non-fiction: Information texts Weeks 1-2 Use a 'dinosaur egg' to stimulate discussion about eggs &amp; dinosaurs. Have fun with a range of activities - count &amp; sound out words, pelmanism, Top Trumps &amp; Dinosaur Dash! Make various dinosaur-related objects, 'steal' dino eggs &amp; draw &amp; label</p> <p>Dinosaurs: Fiction: Dinosaurs stories – familiar settings/fantasy – Weeks 3-4 Use two Animated Tales &amp; a book about dinosaurs. Chn find out about the structure of stories &amp; discuss the characters. They create their</p>	<p>Growth &amp; Change: Non-fiction: Letter writing – Week 7 Use the Animated Tale 'The Not-So-Boring Day' to discuss new life &amp; the animals that Winston found. Look at the layout of letters &amp; write to the Zoo &amp; to Winston asking about his day. Find out about baby animals &amp; how we change as we grow.</p> <p>Growth &amp; Change: Fiction: Not so boring day – Weeks 8-9 Use the Animated Tale 'The Not-So-Boring Day' to explore the structure of stories. Examine the sequence of events together &amp; collect ideas about the beginning, middle</p>	<p>Space: Non-fiction: Information &amp; instructions Weeks 1-2 Use the Animated Tale The Baby and the Rocket to introduce chn to information texts. Compare facts &amp; fiction. Make a large rocket &amp; use photos of the construction to write instructions. Lots of activities for chn to investigate both planets &amp; rockets!</p> <p>Space: Fiction: Beegu, Aliens &amp; Thad (animated tale) – Weeks 3-4 Chn listen to two stories; they make predictions, express opinions &amp; compare, giving reasons for preference. Chn investigate the</p>	<p>Castles: Fiction: Mouse Quixote (animated tale) and other fairy stories – Weeks 7-8 Use Don Quixote Animated Tale to learn, act out &amp; retell the story. Create character profiles for kings &amp; princesses, make a variety of castles, role play, dress a knight &amp; create a 20-mattress collage! Write own version of DQ &amp; compare traditional tales</p> <p>Castles: Non-fiction: Letters, captions &amp; labels 9-10 Chn explore info books about castles, indentifying features. They write captions, letters in role, produce Trump</p>

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	<p>journeys. An Animated Tale about a swallow leads on to work on animal journeys &amp; migration.</p> <p>Journeys: Poetry: Mountains, penguins &amp; shape poems – Weeks 6-7 Penguin poems kick off this unit enabling chn to read and write shape poems on mountains and arctic creatures. Linking to continued topic work on journeys, chn think about hot and cold climates, insulation and what to wear!</p>	<p>Chn look at candles, cook, make Advent calendar &amp; stars &amp; create a Christmas poem present.</p>	<p>own dinosaur characters, write a story, role play, make dinosaur teeth &amp; fossil footprints &amp; enjoy dinosaur biscuits.</p> <p>Dinosaurs: Poetry: Dinosaurs – Weeks 5-6 Play a rhyming game with chn. Read two dinosaur poems &amp; discuss the rhyming words. Write a class poem using a similar structure &amp; then chn write their own. Using further poems as a stimulus, chn write dinosaur couplets or a poem about crocodiles.</p>	<p>&amp; end. Chn write their own version of the story when Winston finds a different baby.</p> <p>Growth &amp; Change: Non-fiction: Explanations – Weeks 10-11 Read books about food &amp; compare fiction &amp; factual texts. Relate to own experience with vegs. Make seed packets &amp; find out how plants stay healthy. Discuss a series of changes including tadpoles, caterpillars, popcorn &amp; babies walking. Write explanations.</p> <p>Growth &amp; Change: Poetry: Easter &amp; resurrection – Week 12 Watch the animated tale</p>	<p>characters &amp; use speech bubbles. An Animated Tale further inspires chn to create their own alien characters &amp; write sentences.</p> <p>Space: Poetry: Aliens &amp; other poems – Week 5 Read several poems from Space Poems (chosen by Gaby Morgan) &amp; use them to initiate discussion about stars &amp; moon &amp; to write a poem. Here Come the Aliens by Colin McNaughton inspires creative work on aliens. Explore rhymes, play games &amp; make things!</p> <p>Space: Non-fiction: List, recipes &amp; invitations - Week 6 Read Q Pootle 5 to chn who then</p>	<p>cards &amp; a class info book about castles. Fun activities include juggling, building castles from sand, Lego &amp; cake &amp; making a jester's hat.</p> <p>Castles: Fiction &amp; Poetry: Dragon stories &amp; poems – Week 11-12 Share Dragon Machine by Helen Ward &amp; stimulate chn to write own version. Chn explore different dragons &amp; create dragon profiles, then look at stories that contest role stereotypes. Activities include making dragons using various media &amp; dragon footprints!</p>
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				Phoenix Reborn & tell the story stressing the structure. Chn re-tell the story using descriptive writing & phonics to help with spellings. Look at Easter verses & discuss symbols of new life. Make Easter cards with greetings.	prepare for their own Space Party & write invitations. They explore the structure of lists & simple instructions & write some recipes for the party. Chn have fun cooking, painting & making decorations, party plates & models.	
Numeracy	<p>Unit 1: Pattern (5 lessons)</p> <ul style="list-style-type: none"> <li>-recognise, create and describe patterns</li> <li>- order objects by size</li> <li>- compare the weight of objects</li> <li>- compare the length of objects</li> <li>- recognise, create and describe patterns</li> </ul> <p>Unit 2: Same and different – matching pairs (5 lessons) estimate a number of objects</p>	<p>Unit 3: Numbers within 5 (15 lessons)</p> <ul style="list-style-type: none"> <li>- use everyday language to talk about size, weight, capacity</li> <li>- estimate, measure, weigh and compare and order objects</li> <li>- compare objects and quantities</li> <li>- solve size problems (i.e. length)</li> <li>- solve weight and capacity problems</li> </ul>	<p>Unit 6: Numbers within 10 (5 lessons)</p> <ul style="list-style-type: none"> <li>- explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> <li>- explore characteristics of everyday objects and shapes</li> <li>- use mathematical language associated with shape</li> <li>- use everyday language to talk</li> </ul>	<p>Position and Time (1 week)</p> <ul style="list-style-type: none"> <li>- use everyday language to talk about time</li> <li>- use mathematical language to describe size and position</li> <li>- use everyday language to talk about time</li> </ul> <p>Addition and Subtraction (1)(3 weeks)</p> <ul style="list-style-type: none"> <li>- add and subtract two single-digit numbers and count</li> </ul>	<p>Shape (1 week)</p> <ul style="list-style-type: none"> <li>- talk about properties</li> <li>- classify and sort shapes</li> <li>- recognise, create and describe patterns with shapes</li> </ul> <p>Grouping and sharing (3 weeks)</p> <ul style="list-style-type: none"> <li>- solve problems, including doubling, halving and sharing</li> <li>- solve practical problems that involve combining</li> </ul>	<p>Measure (1 week)</p> <ul style="list-style-type: none"> <li>- use everyday language to talk about size, weight, capacity</li> <li>- estimate, measure, weigh and compare and order objects</li> <li>- compare objects and quantities</li> <li>- solve size problems (i.e. length)</li> <li>- solve weight and capacity problems</li> <li>- explore measuring objects using non-standard units</li> </ul>

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	<p>and check by counting</p> <ul style="list-style-type: none"> <li>- estimate and check by counting 1 or 2 objects reliably</li> <li>- recognise if a number of objects is the same or different (working with numbers 1 and 2)</li> <li>- count one or two reliably using abstract materials</li> <li>- describe and create patterns that are the same and different</li> <li>- recognise the numerals 1 and 2</li> </ul> <p>Unit 3: Numbers within 5 (15 lessons)</p> <p>say which number is one more or one less than a given number</p> <ul style="list-style-type: none"> <li>- estimate a number of objects and check by counting</li> </ul>	<p>Unit 4: Measure (5 lessons)</p> <ul style="list-style-type: none"> <li>- say which number is one more or one less than a given number</li> <li>- count reliably with numbers from 1 to 8</li> <li>- place numbers 1-8 in order</li> <li>- say which number from 1-8 is one more or one less than a given number</li> <li>- recognise the numerals 1-8</li> <li>- understand zero</li> <li>- understand the conservation of number</li> </ul> <p>Unit 5: Numbers within 8 (15 lessons)</p> <ul style="list-style-type: none"> <li>- say which number is one more or one less than a given number</li> <li>- estimate a number of objects</li> </ul>	<p>about time (days and months)</p> <ul style="list-style-type: none"> <li>- use ordinal numbers: 1st, 2nd...last</li> </ul> <p>Unit 7: Shape and calendar (5 lessons)</p> <p>Unit 8 Numbers within 15 (10 lessons)</p> <ul style="list-style-type: none"> <li>- say which number is one more or one less than a given number</li> <li>- estimate a number of objects and check by counting</li> <li>- count reliably with numbers from 0 to 15</li> <li>- place numbers from 0-15 in order</li> <li>- say which number is one more or one less than a given number within 15</li> <li>- estimate a number of objects and check by counting</li> </ul>	<p>on or back to find the answer</p> <ul style="list-style-type: none"> <li>- estimate a number of objects and check by counting up to 20</li> <li>- use quantities and objects, count on or back to add and subtract</li> <li>- estimate a number of objects and check by counting</li> <li>- subitise within 5</li> <li>- represent and use number bonds within 5</li> </ul> <p>Numbers within 50 (1 week)</p> <ul style="list-style-type: none"> <li>- say which number is one more or one less than a given number</li> <li>- Count reliably to 50</li> <li>- explore counting on and back from any number within 50</li> <li>- place numbers from 0-50 in order</li> </ul>	<p>groups of 2, 5 or 10, or sharing into equal groups</p> <ul style="list-style-type: none"> <li>- solve problems, including doubling, halving and sharing</li> <li>- solve practical problems that involve grouping and sharing</li> <li>- explore counting on in steps of 2 from zero</li> </ul> <p>Numbers within 100 (1 week)</p> <ul style="list-style-type: none"> <li>- say which number is one more or one less than a given number</li> <li>- estimate a number of objects and check by counting</li> <li>- solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups</li> <li>- count reliably to 100</li> </ul>	<p>Money(1 week)</p> <ul style="list-style-type: none"> <li>- compare quantities and objects to solve problems</li> <li>- use everyday language to talk about money</li> <li>- compare the value of coins</li> <li>- use quantities and objects, count on or back to add and subtract</li> </ul> <p>Addition and Subtraction (2) (3 weeks)</p> <ul style="list-style-type: none"> <li>- add and subtract two single-digit numbers and count on or back to find the answer</li> <li>- compare quantities and objects to solve problems</li> <li>- solve problems, including doubling, halving and sharing</li> <li>- say which number is one more or one</li> </ul>
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	<ul style="list-style-type: none"> <li>- count reliably with numbers from 1 to 5</li> <li>- place numbers 1-5 in order</li> <li>say which number from 1-5 is one more or one less than a given number</li> <li>- recognise the numerals 1-5</li> <li>- understand the conservation of number</li> </ul>	<ul style="list-style-type: none"> <li>and check by counting</li> <li>- count reliably with numbers from 1 to 10</li> <li>- place numbers 0-10 in order</li> <li>- say which number from 1-10 is one more or one less than a given number</li> <li>- recognise the numerals 0-10</li> <li>- use ordinal numbers: 1st, 2nd...last</li> <li>- understand the conservation of number</li> </ul>	<ul style="list-style-type: none"> <li>- considering equal and unequal groups</li> </ul> <p>Unit 9: Numbers within 20 (10 lessons)</p> <ul style="list-style-type: none"> <li>- count reliably with numbers from one to 20</li> <li>- say which number is one more or one less than a given number</li> <li>- count reliably with numbers from 0 to 20</li> <li>- place numbers from 0-20 in order</li> <li>- say which number is one more or one less than a given number within 20</li> <li>- estimate a number of objects and check by counting</li> <li>- considering equal and unequal groups</li> </ul>	<ul style="list-style-type: none"> <li>- say which number is one more or one less than a given number</li> <li>- estimate a number of objects and check by counting</li> </ul>	<ul style="list-style-type: none"> <li>- explore counting on and back from any number within 50</li> <li>- place numbers from 0-100 in order</li> <li>- say which number is one more or one less than a given number</li> <li>- solve problems, including grouping and sharing</li> <li>- estimate a number of objects and check by counting</li> <li>- explore counting on in steps of 5 and 10 from zero</li> </ul>	<ul style="list-style-type: none"> <li>less than a given number</li> <li>- use quantities and objects, add and subtract two single-digit numbers</li> </ul>
IPC (UTW, PSED, EAD, CL)	Ourselves PSED:	Friends and Family UTW:	Animals UTW:	Shopping UTW:	Let's Pretend EAD	Plants and Flowers

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	<p>30-50m</p> <ul style="list-style-type: none"> <li>- Welcomes and values praise for what they have done.</li> <li>- Aware of own feelings, and knows that some actions and words can hurt other people.</li> </ul> <p>40-60m</p> <ul style="list-style-type: none"> <li>- Confident to speak to others about own needs, wants, interests and opinions.</li> <li>- Can describe self in positive terms and talk about abilities.</li> </ul> <p>UTW</p> <p>30-50m</p> <ul style="list-style-type: none"> <li>- Remembers and talks about significant events in their own experience.</li> <li>- Knows some of the things that make them unique.</li> </ul> <p>Mathematics:</p>	<p>30-50m</p> <ul style="list-style-type: none"> <li>- Shows interest in the lives of people who are familiar to them.</li> <li>- Recognises and describes special times or events for family or friends.</li> </ul> <p>- Comments and asks questions about their familiar world.</p> <p>40-60m</p> <ul style="list-style-type: none"> <li>- Enjoys joining in with family customs and routines.</li> </ul> <p>EAD:</p> <p>40-60</p> <ul style="list-style-type: none"> <li>- Creates simple representations of events, people and objects.</li> </ul> <p>30-50m</p> <ul style="list-style-type: none"> <li>- Begins to use shapes to represent objects.</li> </ul> <p>CL:</p> <p>30-50m</p>	<p>30-50m</p> <p>Comments and asks questions about their familiar world.</p> <ul style="list-style-type: none"> <li>- Can talk about some of the things they have observed such as plants, Animals, and natural world.</li> <li>- Developing an understanding of growth, decay and changes over time.</li> </ul> <p>40-60m</p> <p>Looks closely at similarities, differences patterns and changes.</p> <p>EAD: 40-60m</p> <ul style="list-style-type: none"> <li>- Explores the different sounds instruments make.</li> <li>- Manipulates materials to achieve a planned effect.</li> </ul> <p>30-50m</p>	<p>30-50m</p> <p>Shows interest in different occupations and ways of life.</p> <p>40-60m</p> <p>Enjoys joining in with family routines and customs.</p> <p>CL:</p> <p>I can retell a simple past event in order.</p> <p>I am beginning to use complex sentences.</p> <p>Uses vocabulary focused on people and objects.</p> <p>40-60,</p> <p>Uses language to imagine and recreate roles.</p> <p>Links statements and sticks to a main theme or intention.</p>		
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	<p>40-60m</p> <ul style="list-style-type: none"> <li>- Order objects by height.</li> <li>- Order by length.</li> </ul> <p>CL: 30-50m</p> <ul style="list-style-type: none"> <li>- Beginning to understand why and how questions.</li> </ul>	<p>Beginning to answer how and why questions.</p>	<ul style="list-style-type: none"> <li>- Beginning to move rhythmically.</li> <li>- Imitates movement in response to music.</li> </ul> <p>CL: Uses talk to connect ideas. Questions why things happen.</p>			
RE (PSED and UTW)	<p>Special People Christianity, Judaism.</p> <p>What makes people special?</p>	<p>Christmas/ Christianity</p> <p>What is Christmas?</p>	<p>Celebrations Islam Judaism.</p> <p>How do people celebrate?</p>	<p>Easter Christianity</p> <p>What is Easter?</p>	<p>Story Time Buddhism, Christianity, Islam, Hinduism, Sikhism. What can we learn from stories?</p>	<p>Special Places Christianity, Islam, Judaism.</p> <p>What makes places special?</p>