

## Literacy/English

**Word reading** To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)

To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)

To read words with double letters. To begin to read longer words. To recognise taught digraphs in words and blend the sounds together. To read sentences containing Tricky Words and digraphs. To read books matching their phonics ability

**Comprehension** Use vocabulary and forms of speech that are increasingly influenced by their range of books. To act out stories To begin to predict what may happen in the story. To suggest how a story might end

**Writing** To form lowercase letters correctly. To begin to write sentences using fingers spaces. To understand that sentences start with a capital letter and end with a full stop. To spell words using taught sounds. To spell some taught tricky words correctly.

## Mathematics opportunities Taught through White Rose Maths

**Alive in 5:** Develop the skill of perceptual subitising. This form of subitising refers to instantly recognising the number of objects in a group without needing to count them. To see sets of numbers within other sets, such as seeing the two and three in the number five, without having to count. Support children to see smaller groups within the whole by using resources that include two colours, such as double-sided counters, sprayed butter beans and two-colour dot plates. Encourage them to notice the groups and subitise them in the same way as they did previously. **Mass & Capacity:** Explore mass and progress to discover how to find a balance. Prompt children to recognise that the scales are balanced when the objects on each side have the same mass. Explore measuring different objects to see which ones balance and encourage children to say why. Build on their understanding of 'full' and 'empty' to further investigate different capacities and how they relate to each other. Explore how non-standard units can be used to measure capacity. **Growing 6,7,8:** Explore finding different representations of the numbers 6, 7 and 8. Provide opportunities for children to use one-to-one correspondence to count 6, 7 and 8 objects from a larger group. Introduce the concept of '1 more' when working with numbers up to and including 8. Begin to understand that as they count forwards beyond 5, each number is 1 more and the numbers still increase by 1. Introduce the concept of '1 less' with numbers from 0-8. Begin to notice that, as we count backwards, the numbers get smaller, because we are taking 1 away. Explore partitioning in many ways with a wide range of objects. Encourage children to find all the ways that they can partition the same number. To understand that a pair is two. Provide collections of items that come in pairs & arrange quantities into pairs to notice that some quantities will have an odd one left over with no partner. Introduce the concept of doubling and learn that this means 'twice as many' and give opportunities to build doubles in many different contexts. **Length, Height, Time:** Understand that height is a type of length. Introduce the language of both 'short' objects and 'tall' objects through experiences. Going on walks and seeing buildings and trees that are tall in comparison to themselves and to other objects is a way to support this. Use the language 'longer than' or 'shorter than' 'tallest', 'shortest', 'taller' and 'shorter' to make comparisons. Give children reference points, such as photographs of events on a journey wall or in a book, so that they can recall past experiences and notice seasonal change. Discuss what is happening tomorrow, next week or at the weekend to support children to talk about the more immediate future. Make regular references to time in daily routines, sing songs such as Days of the Week and recall days that have passed.

## Physical Development/P.E.

**Fine** To use a tripod grip when using mark making tools. To hold scissors correctly and cut along a curved line To thread small beads. To use small pegs To write taught letters using correct formation. To use a hammer and saw.

**Gross** Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being safe pedestrian. Further develop skills they need to manage school day successfully – lining up, mealtimes and personal hygiene. To roll and track a ball. To develop accuracy when throwing to a target. To dribble using hands. To throw and catch with a partner. To dribble a ball using feet. To kick a ball to a target.



## Four Swannes Primary School

Reception Medium term plan of learning experiences Spring 1 2026

**Spring 1 '26**  
'Once Upon A Time'  
Traditional Tales  
**5.01 Week 1**  
The Princess & The Pea  
**12.01 Week 2**  
The Gingerbread Man  
**19.01 Week 3**  
Jack and the Beanstalk  
**26.01 Week 4**  
Chinese New Year  
**2.02 Week 5**  
Goldilocks  
**9.02 Week 6**  
The Leopard's drum

**Festivals/Special**  
Occasions: Chinese New Year  
Bodhi Day (Buddhism)  
**Trips/Experiences:**  
Winter Walk

## Communication and Language

**Listening, Attention & Understanding** Listen to and talk about stories to build familiarity and understanding. To understand a range of complex sentence structures To retell a story. To follow a story without pictures or props

**Speaking** Describe events in some detail. Describe events using full sentences. Express their ideas and feelings about their experiences. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences. Retell stories using repetition and some of their own words.

## Personal, Social and Emotional/PSHE JIGSAW scheme

**Self-Regulation:** To focus during longer whole class lessons. To follow two step instructions. To begin to accept the needs of others and can take turns and share resources, sometimes with support from others. To verbalise the goals I have set for myself during child - initiated tasks. Talking with others to solve problems. Identify and moderate own feelings socially and emotionally. **Managing Self:** See themselves as a valuable individual who can manage their own needs. Identifying when they do and don't need help. Select and use activities and resources to achieve a goal (with help when needed). Exploring talents and setting goals for the year ahead. To recall school values and begin to know what these words mean. To begin to show resilience and perseverance in the face of challenge. **Building Relationships:** To listen to the ideas of other children and agree on a solution and compromise. Form positive attachments to adults and friendships with peers – show sensitivity to own and to others' needs. Express their feelings and consider the feelings of others.

## Understanding the World/Science/History/Geography/R.E./Technology

**Past and Present** Compare and contrast characters from stories including figures from the past. Timelines – children to organise some events using basic chronology. Introduce some historic events from before children were born. To talk about the lives of the people around us. To know that the emergency services exist and what they do.

**People, Culture and Communities.** Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Talk about the lives of people around them and their roles in society. To talk about Chinese New Year. To know about people who help us within the local community. To know that Christians celebrate Easter. **The Natural World** Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live. To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing)

## Expressive arts and design/Art/Design/Music

**Creating with Materials** Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Work collaboratively to create a castle for the classroom. Selecting and sharing ideas, resources and skills. Develop their own plans for a trap for an evil knight and choose which materials to use to create these (junk modelling). **Being Imaginative and Expressive** Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively to music, expressing their feelings. Explore using different percussion instruments. Make a castle using boxes – selecting appropriate resources and using simple tools to effect changes to materials. Make castle inside and outside of class. Choose materials to represent different environments. Design cards/calendars Rehearsal and performance for Christmas.