

Literacy/English

Word reading Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Blend sounds into words so they can read short words made up of known sounds. Read some letter groups that represent one sound (diagraphs)

Phonics: Little Wandle programme. Phase 3 Graphemes- ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er. Tricky words: was, you, they, my, by, all, are, sure, pure.

Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.

Writing spell words by identifying the sounds and then writing the sound with letter/s.

Mathematics: **Recpt Maths taught through 'White Rose Maths'**

Introduce Zero: Children learn that the number name 'zero' and the numeral 0 can be used to represent this idea. Throughout this small step, support children to notice where they see 'zero'. For example, they may notice zero cookies on a plate or see zero leaves on a tree.

Find 0 to 5: Children build on learning from the previous step and use their knowledge of zero to find an amount to five, including zero. When exploring numbers to five through games, support children to recognise when zero occurs.

Subitise 0 to 5: Children continue to 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. In this step, the concept of subitising zero objects is introduced, as well as the instant recognition of up to five objects.

Represent 0 to 5: Children build on their understanding of numbers from zero to five. Support children to represent the numbers in many ways and in different practical contexts in order to embed their understanding.

1 more: Children build on their knowledge of '1 more' to work with the numbers to 5, including zero. They recognise that zero can be a starting point for counting and the number after 0 is 1.

1 less: Children build on their knowledge of '1 less' from 1–5 to work with the numbers to five including zero. They recognise that when counting back, we can include zero after 1.

Composition: Children are guided to explore the composition of numbers from zero to five. They will continue to develop the understanding that all numbers are made up of smaller numbers and that this can include zero. Prompt them to notice the different compositions of numbers to five by asking questions such as, "How do you see it?"

Physical Development/P.E.

Fine Use a comfortable grip with good control when holding pens and pencils.

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.



Four Swannes Primary School

Medium term plan Reception Spring 1 2025

Spring 1 '25

'Once Upon A Time'

Traditional Tales

6.01 Week 1

The Princess and The Pea

13.01 Week 2

The Gingerbread Man

20.01 Week 3

Jack and the Beanstalk

27.01 Week 4

Chinese New Year

3.02 Week 5

Goldilocks

10.02 Week 6

The ginormous Turnip

Festivals/Special Occasions:

Chinese New Year

Bodhi Day (Buddhism)

Trips/Experiences:

Winter Walk

Communication and Language

Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding.

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

Self-Regulation: 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. Changing for PE. Select and use activities and resources to achieve a goal (with help when needed). Exploring talents and setting goals for the year ahead.

Building Relationships: Help to find solutions to conflicts and rivalries. 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.

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. **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. Talk about differences between materials and changes they may notice. Talk about differences between sinking and floating. Describe the differences between the four seasons.

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.