

Reception Medium Term Planning

SPRING TERM 2026



Spring 2
Nature Champions
❖ World Book Day



Prime Area:

Personal, Social and Emotional Development



Topic focus: Healthy Me

- I understand that I need to keep my body healthy
- I understand how moving and resting are good for my body
- I know which foods are healthy and not so healthy and can make healthy eating choices
- I know how to help myself go to sleep and understand how sleep is good for me
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- I know what a stranger is and how to stay safe if a stranger approaches me

Prime Area:

Communication and Language



To raise the volume and/or tone of voice for an exclamation sentence.

Begin to use different tenses

To use talk in play to practice new vocabulary

Make relevant contributions that match what is being asked

Listen to stories and then ask questions and talk about them to help build understanding.

Repeat new vocabulary in a context of a story.

Prime Area:
Physical Development



Hold a pencil effectively and comfortably using 'the 3 friends hold' to form letters.



Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

PE – Fundamental skills

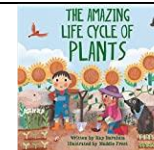
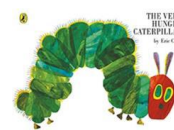
Children will be learning and developing

Balancing; running and stopping safely; changing directions; jumping; hopping and exploring different ways to travel using equipment.

Specific Area:
Literacy: Reading



Supporting Texts:



Talk about events and characters in a story that has been read to them.

Identify words they do not understand and ask for clarification.

Suggest what will happen next in a story.

Suggest what will happen at the end of a story.

Specific Area:
Literacy: Writing



Segmenting for spelling – hearing the sounds in a word and then writing each sound in turn

Begin to write Basics 2 tricky words from memory e.g. I the to is go

Describe an event/object using a picture prompt

Use finger spaces between 2 words

Spell words within dictated sentences

Fact writing about plants and life cycles.



Key Texts:



Developing literacy skills using Supersonic Phonics and Kinetic Letters handwriting to create imaginative drawings and build and write CVC words

Recognise and blend sounds to read and build **CVC words including digraphs** (consonant-vowel-consonant e.g. 'chop' or 'food')

Begin to write a simple phrase e.g. 'food in the bag'

Strengthen fine motor skills and letter formation.

Write CVC words using phonic knowledge with correct letter formation

Specific Area:

Literacy: Phonics



SuperSonic Phonics Basics 3:

ch, sh, th, ng, ai, ee, igh, oa oo, oo, ar, or, ur ow oi er

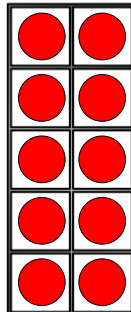
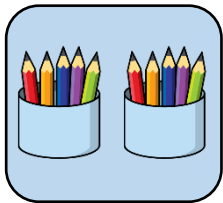
Reading tricky words:

was you he she me we be they my by are all put push pull full some come

Recognising phase 2 and 3 sounds and digraphs when reading

Specific Area

Mathematics: Number

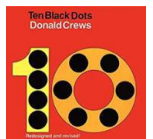


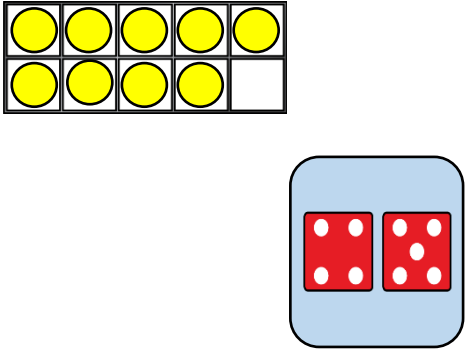
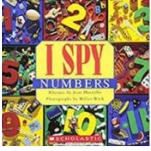
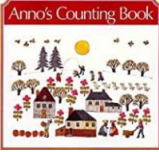
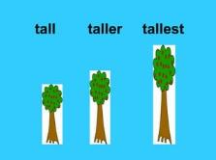


Our topic theme is **Building 9 and 10.**

Continue to apply the counting principles when counting to 9 and 10 (forwards and backwards)

Represent 9 and 10 in different ways. Arranging 9 or 10 items into small groups will support the children to conceptually subitise these larger numbers and explore their composition. (E.g. I know it is 9 because I see 3, 3 and 3)

Use 10 frames, fingers and bead strings to subitise groups of 9 and 10



| | |
|--|--|
|  | <p>Making comparisons of sets of objects e.g. a set can have more items, fewer items or the same number of items as another set.</p> <p>Comparing 2 quantities and progress to ordering 3 or more quantities.</p> <p>Exploring number bonds to 10 using real objects in different contexts.</p> <p>Exploring and manipulating 3-D shapes through block play and modelling. Considering which shapes stack and which shapes roll and why that is.</p> <p>Building using a variety of shapes and constructing 3-D shapes in different ways.</p> <p>Introducing to the names of the shapes and exploring similarities and differences between them, sorting them according to what they notice.</p>   |
| <p>Measure</p>  | <p>Exploring objects and using the language of length to describe them e.g. long/short longer than/shorter than</p> <p>Exploring objects and using the language of height to describe them e.g. taller/shorter tallest/shortest</p> |
| <p>Specific Area: Understanding the world: The World</p>  | <p>To know that we are approaching a new season and the changes that are happening around us</p> <p>To grow and take care of plants and talk about what plants need to grow</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>To develop an understanding of the life cycle of creatures such as butterflies and frogs</p> |
| <p>Specific Area: Expressive Arts and Design:</p>  | <p>Making marks with a variety of resources e.g. twigs, hands, fingers, sponges</p> <p>Know that different mediums create different marks</p> <p>Using shapes to represent objects, people or ideas</p> <p>Beginning to look closely at an object when drawing</p> |

Religious Education



Easter and New Life

Signs of spring and new life in the local environment

Easter symbols
The Easter Story

Technology



Remote control cars

Story headphones

Nature School



Creating homes for animals and minibeasts

Observational drawing

Signs of spring

Bug hotels and bug hunting