

Reception Medium Term Planning

SPRING TERM 1 2026



Are we nearly there yet? (Transport)

Prime Area:

Personal, Social and Emotional Development



In our Jigsaw module is Dream and Goals, we will be learning about

What it means to persevere

How to keep trying even when it's difficult

How to set a goal

The jobs I might like to do when I am older

Different skills I might need to learn

How it feels to achieve a goal



Prime Area:

Communication and Language



Taking turns in conversations

Listening to stories and asking and answering questions about the story

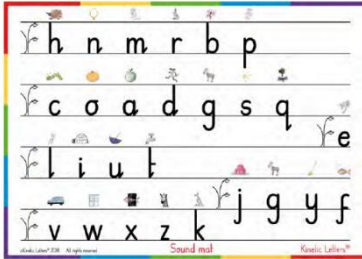
Asking questions to find out more

Following a series of 3-4 instructions

Using taught vocabulary such as topic vocabulary e.g.

Describe something (object or event) adding interesting detail e.g. "I went to the park, it was really wet and I jumped in the puddles."

Prime Area:
Physical Development



The children will be introduced to weekly PE lessons in the hall.

Moving safely in and around obstacles with regard to space and safety.

Move with different speeds and directions.

Revise and refine fundamental movement skills – rolling, crawling, walking, jumping, running, hopping and skipping

To use a correct grip to hold and cut out a simple shape using scissors.

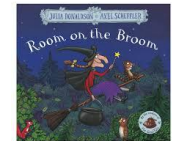
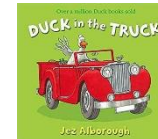
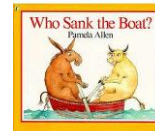
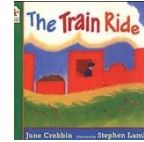
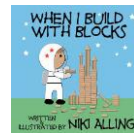
To draw recognisable objects/people with basic features e.g. hair, eyes etc.

Handwriting (Kinetic letters) focussing on correct letter formation and pencil grip.

Specific Area:
Literacy: Reading



Supporting Texts:



Introducing and developing an understanding of key features of Non-fiction books – **index, fact finding, photograph, label, caption.**

Blending for reading - to read simple CVC words independently and begin to spot taught digraphs in words.

Sight read tricky words – I is the to go no has his as of into

Specific Area:
Literacy: Writing



Fact writing – using captions, labels and fact sheets.

Segmenting for spelling – to write a simple CVC word hearing and identifying the 3 sounds

Spelling tricky words – **the, I, to, go, is**

Story Club



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** (consonant-vowel-consonant e.g. "cat" or "dog")
- Strengthen fine motor skills and letter formation.
- Write CVC words using phonic knowledge with correct letter formation
- Use their imagination to create drawings

Key Texts



Specific Area:

Literacy: Phonics

Securing The Basics 3		Tricky Words
CVC		
Group 1	j v w x	her was you
Group 2	y z zz qu	he she we me be
Group 3	ch sh th ng	they my by
Group 4	ai ee igh oa	are all
Group 5	oo oo ar or	some come
Group 6	ur ow oi er	so do
Group 7	ure ear air	little out

Super Sonic Phonics Basics 3 and recapping Basics 2

Group 1: j v w x Group 2: y z zz qu Group 3: ch sh th ng Group 4: ai ee igh oa

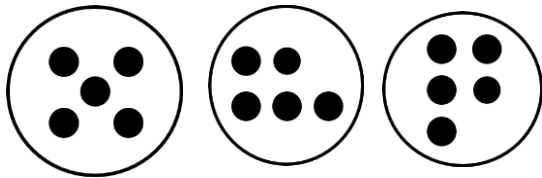
Using phonic knowledge to blend and segment words in reading and writing.

Introduce Basics 3 tricky words:

her was you he she we me be they my by

Specific Area

Mathematics: Number



White Rose Maths – Alive in 5

Introducing zero

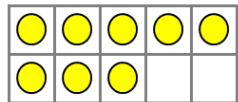
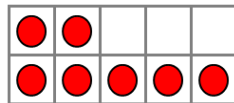
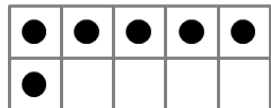
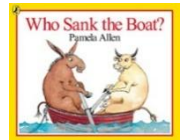
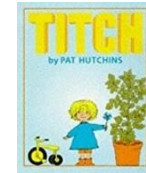
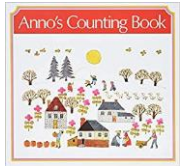
Comparing quantities to 5 to develop the understanding that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity.

Composition of numbers 4 and 5. For example 5 can be composed of 1 and 1 and 3 or 2 and 3 or 1 and 4

Capacity and mass

Developing an understanding of weight and using the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items.

Developing an understanding of full and empty to show half full, nearly full and nearly empty. Using the language of tall, thin, narrow, wide and shallow.



White Rose Maths – 6, 7 and 8

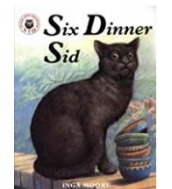
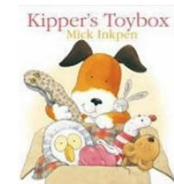
To continue to apply the counting principles when counting to 6, 7 and 8.

Representing 6, 7, and 8 in different ways.

Counting out the required number of objects from a larger group.

Combining 2 Groups

Combining 2 groups to find out how many altogether.



Specific Area:

**Understanding the world:
People and communities and The World**


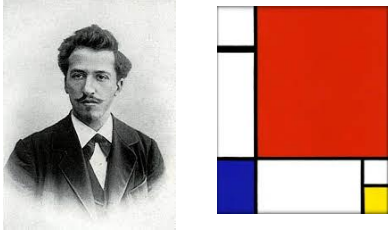






Explore how things work

Draw information from a simple map

Explore and talk about different forces that they can feel e.g. how the water pushes up when they try to push a plastic boat under it



<p>Specific Area: Expressive Arts and Design: Exploring and using media and materials</p> 	<p>Know that there are 3 primary colours: red, yellow, blue</p> <p>Artist study: Mondrian</p> <p>Exploring working with paint on different surfaces and textures</p> <p>Developing an understanding that art is not always flat</p> <p>Creating sculptures using recycled and natural materials</p> 
<p>Specific Area: Expressive Arts and Design: Being imaginative</p> 	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Introduce a storyline or narrative in small world and role play</p>
<p>Religious Education</p> 	<p>Celebrating New Year</p> <p>Chinese New Year</p> <p>Persian New Year</p> <p>Holi (A Sananata Dharma Festival)</p> 
<p>Technology</p> 	<p>Safer internet day</p> <p>How to turn on a device and make a floor robot move</p> <p>Using remote controlled toys and equipment</p> <p>Pushing a button can cause something to happen (a reaction)</p> 

Nature School



Exploring the Nature School environment

Dens

Bug hunting

Tools