




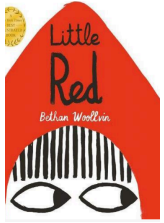
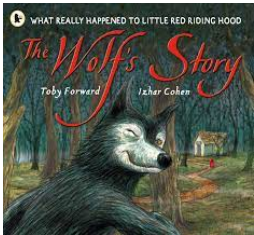
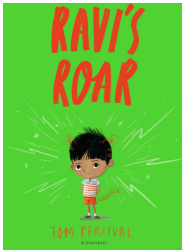
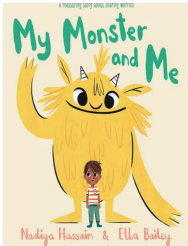

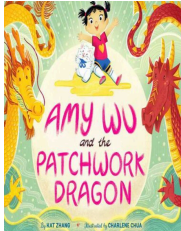
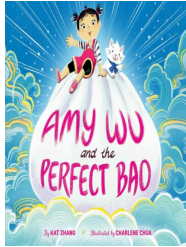
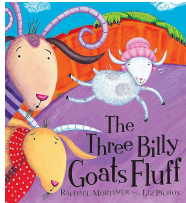






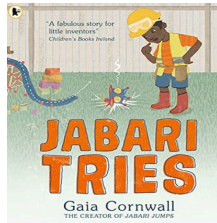

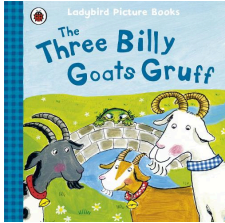
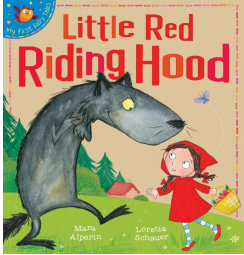
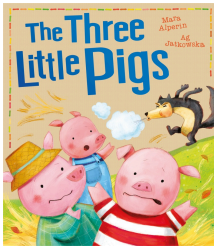
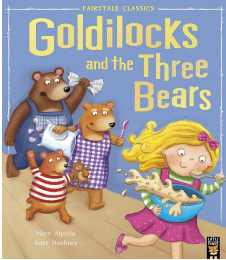





Mead Primary School Reception Medium Term Planning

| | | | | | | | | |
|---|---|---|--|---|---|---|--|--|
| <p>Spring 1</p> <p>Once upon a time</p> | |  |  |  |  |  | | |
| | | <p>Winter</p> | <p>Traditional stories/alternative versions</p> | <p>National Storytelling Week</p> | <p>Children's mental health week</p> | <p>Lunar New Year</p> | | |
| <p>S</p> <p>u</p> <p>g</p> <p>g</p> <p>e</p> <p>s</p> <p>t</p> <p>e</p> <p>d</p> <p>T</p> <p>e</p> <p>x</p> <p>t</p> <p>s</p> | <p>Themed Books</p> <p>https://www.ruthmiskin.com/win-dows-and-mirrors-booklist/</p> |  |  |  |  |  |  |  |
| |  |  |  |  |  |  |  |  |

| | |
|-------------------------------|---|
| Spring 1 Literacy Texts |      |
| Nursery rhymes | <p>Nursery rhymes- One, Two Buckle my shoe</p> <p>Sing a Song of Sixpence,</p> <p>Old King Cole, This Old Man,</p> <p>There was an old woman who swallowed a fly...</p> |

| Area of Learning | Knowledge and Skills (Know how, know that, know the) | Revisited/Ongoing throughout the Year |
|--|--|--|
|  <p>Communication & Language</p> | <p>Know how:</p> <ul style="list-style-type: none"> ● To maintain attention and concentration ● To listen and responding to ideas in conversation or play ● To develop a broader vocabulary ● To use narrative in our play <p>Know that:</p> <ul style="list-style-type: none"> ● To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● We listen to and talk about stories to build familiarity and understanding. ● We can retell the story, once they have developed a deep familiarity with the text. ● We can use new vocabulary in different contexts. <p>Know the:</p> <ul style="list-style-type: none"> ● Importance of turn taking during conversations ● Importance of listening to others when engaging in conversations | <p>Developing language through poetry basket, helicopter stories, drawing club sessions.</p> |



Personal, Social and Emotional Development

Know how:

- To initiate conversations
- Take steps to resolve conflicts
- To develop confidence in speaking to others about their interests and opinions
- To negotiate and solve problems

Know that:

- They see themselves as a valuable individual.
- They show resilience and perseverance in the face of challenge.
- They can think about the perspectives of others.
- The different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian.

Know the:

- Importance of building positive relationships
- Importance of staying healthy

Use the zones of regulation daily with follow up conversations if required.
Include circle time at end of day to share feelings and ideas.
Join in turn taking games.



Physical Development

Know how:

- To form recognisable letters correctly
- To develop balance and ball skills
- To change our clothes and be responsible for our own property
- To stay safe

Know that:

- We need to develop overall body-strength, balance, coordination and agility
- To use correct pencil grip to help form our letters

Know the:

- Importance of developing our pencil control
- Different ways we can move our bodies to develop our coordination

Squiggle whilst you wiggle weekly.
Malleable area within continuous provision.



Literacy

Know how:

- To form lower-case and capital letters correctly.
- To spell words by identifying the sounds and then writing the sound with letter/s.
- To write short sentences with words with known letter sound correspondences using a capital letter and full stop
- To blend sounds into words.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letters– sound correspondences.

Know that:

- To use finger spaces between my words
- I can use my fred spelling fingers to sounds out words
- I can read my sentences back
- I can segment and blend sounds to make words

Know the:

- Set 1 sounds
- Know the common exception words, I, the

Writing
Write some or all of their name.
Use fred fingers to sound out words.
Use resources in continuous provision to make marks and practice letter formations.

Reading
Follow the Read Write inc programme.
Listen to and join in with class storytime.
Re-read books to build confidence in word reading, fluency and understanding.
Read words consistent with their phonic knowledge by sound blending.



Mathematics

Know how:

- To recognise numbers to 20
- To record using marks that they can interpret
- To recognise 2D and 3D shapes
- To compare weight, height, length, capacity etc.

Know that:

- Their is a pattern in the counting system
- Numerals and quantities are linked

Know the:

- Language to compare different measurements
- Difference between 2D and 3D shapes

Sing a variety of counting songs.
Play counting games.
Mathematical resources in provision to embed previous learning.




Understanding the World

Know how:

- To talk about changes that have happened
- To talk about the past
- To talk about what I have heard and seen in stories and picture books and how this is different/ the same.

Know that:

Develop positive attitudes about the differences between people.
Explore how things work.
Use wanderlust for outdoor provision.
Use all senses to explore natural materials.

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • There are some similarities and differences between the past and now • We are all different <p>Know the:</p> <ul style="list-style-type: none"> • natural world and how it changes through the seasons • difference between myself and my friends | <p>Understand the need to respect and care for the natural environment.</p> |
|  <p>Expressive Arts and Design</p> | <p>Know how:</p> <ul style="list-style-type: none"> • To combine different techniques • To develop storylines in my play • To explore and engage in music making and dance <p>Know that:</p> <ul style="list-style-type: none"> • We can use different tools, media and materials to create different effects • We can use our bodies to create movements • I can use what I know and have read to help create my own stories <p>Know the:</p> <ul style="list-style-type: none"> • Ways to manipulate media and materials to create specific effects | <p>Sing selection of songs, including nursery rhymes. Explore different materials freely, developing own ideas about how to use them. Explore colour and colour mixing. Engage in simple pretend play using objects as props.</p> |

Spring 1: Introducing our provision to the children: Indoor environments

Maths

Focus: Adults encourage children to explore real-life problems. Encourage use of mathematical language and adults to model during play and daily routines. Ensure resources are independently available for children to create and solve their own mathematical problems. Allow children to consolidate previous learning through use of questioning.

Construction

Focus: Adults provide open-ended resources to allow the children to develop and build on their imaginations. Encourage them to share and talk about their creations. Allow children opportunities to be critical thinkers and problem solvers.

Small World

Focus: Allow opportunities for the children to introduce and create a storyline within their play. Encourage the children to use the resources available to reenact stories. Make alternative endings to a familiar story. Support through use of questioning/prompts.

Malleable area

Focus: Model key vocabulary. Allow children to express and develop their ideas. Encourage them to talk and share about their creations. Allow them opportunities to discuss their process and how they have

Reading Corner

Focus: Adult to model using read aloud to sound out unfamiliar words in a book. Ask about predictions and discuss opinions about the story. Adults model reading for pleasure.

Writing

Focus: Adults to model writing. Provide mark making experiences which appeal to the children. Encourage them to use and apply their phonetic skills.

Creative area

Focus: Allow opportunities for children to share their thought process and discuss how they have made their creation. Encourage children to problem solve, using the resources available to help and support them. Adults question children about the best way to approach their ideas. Follow the children's interest to allow them to develop and express their ideas.

Spring 1: Introducing our provision to the children: Outdoor environment

| Large scale mark making | Role play | Construction/Den building |
|---|--|---|
| <p>Focus: Adults to model mark making using chalks to create large scale pictures, different utensils to create marks - paint brushes/rollers/sponges. Explore colour mixing through powder paints. Allow for a range of sensory experiences.</p> | <p>Focus: Adults to assist children to develop their own storylines. Use the stage to act out stories and listen to each other's ideas. Value children's creativity and allow them time to present and share their creativity.</p> | <p>Focus: Adults to model collaborative play. Adults encourage children to develop their imagination. Follow their ideas and interests and promote collaboration. Model how to use the equipment to make, assemble and construct. Encourage correct use of vocabulary to describe creation. Allow opportunities for children to problem solve.</p> |
| Water | Physical Development | Mud Kitchen |
| <p>Focus: Adults to model appropriate attire whilst playing in the water area. Introduce the different water receptacles on the trolley. Model how to look after the resources and tidy them away once finished playing with. Discuss how water travels, promote opportunities for collaborative and problem solving skills.</p> | <p>Focus: Children to be introduced to the new equipment (bikes/trikes). Model how to look after equipment. Adults accompany actions with words. Allow children to challenge themselves and encourage their independence with physical activities.</p> | <p>Focus: Adults to ensure children are appropriately dressed. Adults enable and facilitate the children to create and develop their imaginations, through questioning and allow opportunities for children to share their thought/making process.</p> |