



Reception Medium Term Plan

	Autumn Term		Spring Term		Summer Term	
Topic	All about me	Colour, light and festivals	Transport past and present	The world and people around us	Let's go outside	What do we eat?
Big Questions	What makes me unique?	How do people celebrate around the world?	How did people from the past get around?	Who helps to take care of us?	What lives in the outside world?	How can we keep our bodies healthy?
Key Texts	Elmer Owl babies A Squash and a Squeeze Each, Peach, Pear, Plum	Stickman The Gingerbread Man Room on the Broom Whatever Next?	Magic Train Ride Naughty Bus The Pig in the Pond	Topsy and Tim at the Dentist Topsy and Tim at the Doctor Firefighter The Three Little Pigs Goldilocks and the Three Bears Author of the half term: Julia Donaldson	Jack and the Beanstalk From Tadpole to Frog The Very Hungry Caterpillar Commotion in the Ocean Mad About Minibeasts Minibeast songs and rhymes (Twinkl) Author of the half term:	Handa's Surprise Little Red Riding Hood Oliver's Vegetables The Little Red Hen A Tiny Seed (poem) Author of the half term:
Performance Poetry	Firework Poem	Snowball	Pirate Pete	Oh Dear	Insects All Around	A Little Seed
Nursery rhymes	Where is Thumbkin? Wind the Bobbin Up Heads, Shoulders, Knees and Toes. If you're Happy and You Know It. 1,2,3,4,5 Once I Caught a Fish Alive Rhymes connected to Each Peach Pear Plum	Twinkle, Twinkle, Little Star Open, Shut Them There Was an Old Man Named Michael Finnegan Hey Diddle Diddle Zoom, Zoom, Zoom Humpty Dumpty It's Raining, It's Pouring I hear Thunder	The Grand Old Duke of York Hot Cross Buns Polly Put the Kettle On The Wheels on the Bus London Bridge is Falling Down One, two buckle my shoe. Sing a Song of Sixpence	Miss Polly Had a Dolly Here We Go Round the Mulberry Bush 5 Little Monkeys Jumping on the Bed Bingo Hurry, hurry, Drive the Fire Truck Dr Foster Went to Gloucester	Little Peter Rabbit There's a Tiny Caterpillar on a Leaf Mary Had a Little Lamb 5 Little Monkeys Swinging in the Tree 5 Little Ducks Incy, Wincy, Spider 5 Speckled Frogs I Had a Little Turtle	Old Mother Hubbard Jelly on a Plate Five Currant Buns I'm a Little Teapot Little Miss Muffet Little Mousie Brown Little Jack Horner Mary, Mary Quite Contrary The Farmer Plants the Seed



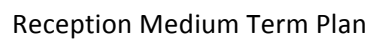
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<p>PSED</p>	<p><u>Self regulation</u> Children will develop an understanding of their own feelings</p> <p><u>Managing Self</u> Children will develop the skills to manage their own basic hygiene needs. including independently going to the toilet.</p> <p>Children will be confident to try new activities</p> <p>Children will develop an understanding of the expectations of the setting and the reasons for them.</p> <p><u>Building Relationships</u> Children will form positive relationships with adults and demonstrate friendly behaviour to begin to form friendships with peers</p> <p>Can separate from main carer</p>	<p><u>Self regulation</u> Develop understanding of others feelings, and begin to regulate their own behaviour</p> <p><u>Managing Self</u> Children will understand the expectations of the setting and the reasons for them.</p> <p>Children can name some healthy foods.</p> <p>Children can dress themselves with some support</p> <p><u>Building Relationships</u> Children will be confident to ask for help from a familiar adult.</p> <p>Children will develop an understanding of others' needs.</p>	<p><u>Self regulation</u> Show understanding of others feelings and needs and begin to regulate their own behaviour.</p> <p>Children will plan and carry out own ideas</p> <p><u>Managing Self</u> Children will know that rules are important and why they are</p> <p>Children will manage dressing independently including zips.</p> <p>Children will develop an understand of the importance of healthy eating and exercise</p> <p><u>Building Relationships</u> Children will develop an understanding of how to keep safe online.</p> <p>Children will care about how others feel and know when to help them</p>	<p><u>Self regulation</u> Show understanding of others feelings, and begin to regulate their own behaviour accordingly.</p> <p>Children will set and work towards simple goals, wait for what they want and regulate their behaviour accordingly.</p> <p><u>Managing Self</u> Children will explain the reasons for the rules, continue to develop their knowledge of right from wrong and try to behave accordingly.</p> <p>Children will develop an understanding of how others help us and identify these special people.</p> <p><u>Building Relationships</u> Children will work and play cooperatively and take turns with others.</p>	<p><u>Self regulation</u> Children will develop independence, set and work towards simple goals, wait for what they want and regulate their behaviour accordingly.</p> <p>Children will give focused attention to what teachers say, responding appropriately even when engaged in an activity.</p> <p>Children will follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p><u>Building Relationships</u> Children will show care and concern for their environment.</p> <p>Children will have positive attachments to adults, friends and peers.</p>	<p><u>Self regulation</u> Children will develop independence, set and work towards simple goals, wait for what they want and control their impulses when appropriate</p> <p>Children will give focused attention to what teachers say, responding appropriately even when engaged in an activity and instructions involving several ideas or actions.</p> <p><u>Managing Self</u> Children will understand the importance of healthy food choices.</p> <p>Children will be confident to try new activities and show resilience and perseverance in the face of challenge.</p> <p><u>Building Relationships</u> Children will work and play cooperatively and take turns with others. Children will Show sensitivity to their own and others needs.</p>
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CL	<p><u>Listening, Attention and Understanding</u> Children will listen and respond to the stories they hear - with a special focus on retelling the core text story.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Children will understand and learn the language of feelings.</p> <p><u>Speaking</u> Children will be able to use simple words and sentences to express how they are feeling and to express their opinions about right and wrong (with a focus on developing friendships and learning routines and boundaries).</p> <p>Children will learn and use new vocabulary related to their learning about themselves and their bodies (e.g. body parts, features etc).</p>	<p><u>Listening, Attention and Understanding</u> Children will listen and respond to the stories they hear - with a special focus on retelling the core text story.</p> <p>Children will be developing the ability to ask questions to find out more.</p> <p>Children will learn new vocabulary related to their learning about different cultures, religions, celebrations and festivals.</p> <p>Children will demonstrate single channeled attention.</p> <p><u>Speaking</u> Children will be able to use language to talk about their own lives and culture and respond to what others are saying about their lives.</p> <p>Children will be able to use talk to work out problems, organise thinking and explain why things may happen.</p> <p>Children will be able to</p>	<p><u>Listening, Attention and Understanding</u> Children will listen and respond to the stories they hear - with a special focus on retelling the core text story. They will be beginning to ask questions and anticipate events.</p> <p>Children will be developing the ability to ask questions to find out more.</p> <p>Children will learn and use new vocabulary related to their learning about transport - past and present.</p> <p><u>Speaking</u> Children will use language to compare and contrast the difference between types of transport.</p> <p>Children will use language to negotiate and work with their peers when role playing or creating together.</p>	<p><u>Listening, Attention and Understanding</u> Children will listen and respond to the stories they hear - with a special focus on retelling the core text story. They will be beginning to ask questions and anticipate events.</p> <p>Children will understand and be able to talk about how they are similar or different to others.</p> <p>Children will learn and use new vocabulary related to their learning about different jobs and people who help us.</p> <p><u>Speaking</u> Children will learn to ask appropriate questions to visitors in the school (e.g. nurse, dentist, firefighter etc.) and then respond to those questions.</p> <p>Children will be able to speak using complete sentences that involve connectives to expand their ideas.</p> <p>Children will be able to name the four seasons.</p>	<p><u>Listening, Attention and Understanding</u> Children will listen and respond to the stories they hear - with a special focus on retelling the core text story. They will be able to ask and answer appropriate questions about the story with confidence and offer explanations.</p> <p><u>Speaking</u> Children will be able to discuss and share their knowledge about the life cycles of living things, their habitats and features they observe in the living world.</p> <p>Children will be able to talk about what they have observed in conversation with adults or peers.</p> <p>Children will learn and use new vocabulary related to their learning about living things.</p>	<p><u>Listening, Attention and Understanding</u> Children will listen and respond to the stories they hear - with a special focus on retelling the core text story. They will be able to ask and answer questions about the story with confidence and offer explanations.</p> <p>Children will learn and use new vocabulary related to their learning about different food.</p> <p><u>Speaking</u> Children will be able to discuss and share their knowledge of different foods and how they are prepared. They will use language to compare foods they eat with foods that others eat.</p> <p>Children will be able to articulate their likes and dislikes in relation to food.</p> <p>Children will be able to talk about what foods to eat to keep themselves healthy.</p> <p>Children will be able to name the months of the</p>
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<p>PD</p>	<p><u>Gross motor skills</u> Children will revise and refine the fundamental movement skills already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing).</p> <p>Children will develop overall body strength, coordination, balance and agility.</p> <p>Children will develop the skills needed to get through the school day e.g. lining up, mealtimes, personal hygiene.</p> <p><u>Fine motor skills</u> Children will develop their fine motor skills to use a range of tools competently, safely and confidently- tools such as pencils, paint brushes, scissors, forks and spoons.</p> <p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><u>Gross motor skills</u> Children will use their core muscle strength to achieve good posture when sitting at the table and sitting on the floor. (start to develop handwriting posture).</p> <p>Children will progress towards a more fluent style of moving, developing control and grace.</p> <p>Children will confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group.</p> <p><u>Fine motor skills</u> Children will develop their fine motor skills to use a range of tools competently, safely and confidently- tools such as pencils, paint brushes, scissors, forks and spoons.</p> <p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><u>Gross motor skills</u> Children will develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education activities. They will have opportunities to spin, rock, tilt, fall, slide and bounce.</p> <p>Children will 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.</p> <p><u>Fine motor skills</u> Children will develop their fine motor skills to use a range of tools competently, safely and confidently- tools such as pencils, paint brushes, scissors, forks and spoons.</p> <p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><u>Gross motor skills</u> Children will negotiate space and obstacles safely with consideration for themselves and others.</p> <p>Children will combine different movements with ease and fluency.</p> <p>Children demonstrate they can move in different ways energetically such as running, jumping, hopping, skipping and climbing.</p> <p><u>Fine motor skills</u> Children will develop their fine motor skills to use a range of tools competently, safely and confidently- tools such as pencils, paint brushes, scissors, forks and spoons.</p> <p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><u>Gross motor skills</u> Children will develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>Fine motor skills</u> Children will develop their fine motor skills to use a range of tools competently, safely and confidently- tools such as pencils, paint brushes, scissors, forks and spoons.</p> <p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><u>Gross motor skills</u> Children will participate in team games developing skills such as rolling/ pushing a piece of equipment, catching with both hands, moving and stopping safely, adjusting speed and direction.</p> <p>Children will demonstrate strength, balance and coordination when playing.</p> <p><u>Fine motor skills</u> Children will develop their fine motor skills to use a range of tools competently, safely and confidently- tools such as pencils, paint brushes, scissors, forks and spoons.</p> <p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
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Literacy	<u>Word Reading</u> Children will say a sound for each letter of the alphabet.	<u>Word Reading</u> Children will say a sound for each letter of the alphabet.	<u>Word Reading</u> Children will blend sounds together to read words.	<u>Word Reading</u> Children will blend sounds together to read words and simple phrases	<u>Word Reading</u> Children will read a few common exception words	<u>Word Reading</u> Children will read and say the sounds for at least 10 digraphs
	<u>Comprehension</u> Children will listen to new stories and join in with rhymes with actions.	<u>Comprehension</u> Children will join in and sing newly learned Nursery Rhymes with actions	<u>Comprehension</u> Children will join in and sing newly learned Nursery Rhymes with actions.	<u>Comprehension</u> Children will join in and sing newly learned Nursery Rhymes with actions	Children will read simple sentences	Children will read simple sentences with some fluency - including some common exception words.
	Children will retell core text and favourite stories in their own words and using newly acquired vocab from the text	Children will join in with repeated refrains and suggest what may happen next.	Children will join in with repeated refrains and suggest what may happen next.	Children will demonstrate an understanding of what has been said to read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Children will demonstrate an understanding of what has been said to read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	<u>Comprehension</u> Children will join in and sing newly learned Nursery Rhymes with actions
	<u>Writing</u> Children will give meanings to marks they make.	Children will retell core text and favourite stories in their own words and using newly acquired vocab from the text	Children will retell core text and favourite stories in their own words and using newly acquired vocab from the text	Children will anticipate - where appropriate - key events in stories.	Children will anticipate - where appropriate - key events in stories.	Children will demonstrate an understanding of what has been said to read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Children will write their name using recognisable letters	Children will answer questions based on the text or the rhyme, including commenting what happened in the beginning, middle and end.	Children will answer questions based on the text or the rhyme, including commenting what happened in the beginning, middle and end.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Children will anticipate - where appropriate - key events in stories.
	Children will write some recognizable letters in letter strings	<u>Writing</u> Children will write their name using recognisable letters	<u>Writing</u> Children will write their own name from memory	<u>Writing</u> Children will write cvc words.	<u>Writing</u> Children will write recognisable letters, upper and lower case, most of	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Children will begin to use their letter sound knowledge to identify and write initial sounds	Children will begin to use their letter sound knowledge to identify and	Children will talk a sentence to write.	Children will write the red words "I" and 'the'		<u>Writing</u> Children will write recognisable letters, upper
	<u>Elmer</u> Labels and captions Name writing <u>Owl Babies</u> Labels and captions		Children will represent some sounds in the correct			



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	<p>Name writing <u>A Squash and a Squeeze</u> Labels and captions Lists</p> <p><u>Each Peach Pear Plum</u> Verbal rhyming string</p> <p><u>Firework Poem</u> Poetry performance week</p>	<p>write initial sounds</p> <p>Children will talk the simple sentence/caption they want to write</p> <p>Children will hold a pencil effectively</p> <p><u>Room on The Broom</u> Labels and Captions Simple sentences</p> <p><u>The GingerBread Man/Whatever Next/</u> Oral retelling and sequencing Simple sentences</p> <p><u>Stickman</u> Oral retelling and sequencing Simple sentences Labels and Captions</p> <p><u>Snowball</u> Poetry performance week</p>	<p>sequence when writing.</p> <p>Children will use initial sounds in their writing</p> <p><u>Magic Train Ride</u> Labels and captions Speech bubbles Simple story map</p> <p><u>Naughty Bus</u> Descriptive writing Speech bubbles</p> <p><u>The Pig in The Pond</u> Descriptive writing Speech bubbles</p> <p><u>Pirate Pete</u> Poetry performance week</p>	<p>Children will represent some sounds in the correct sequence when writing.</p> <p>Children will leave finger spaces when writing</p> <p><u>Topsy and Tim go to the Dentist/ Doctor</u> Labels and captions Writing simple sentences Letter writing</p> <p><u>The Three Little Pigs</u> Retelling and sequencing Descriptive 'Sorry' letter writing writing</p> <p><u>Goldilocks and the Three Bears</u> Labels and captions Poster Writing sentences with 'and'</p> <p><u>Oh Dear</u> Poetry performance week</p>	<p>which are formed correctly</p> <p>Children will write cvc words.</p> <p>Children will write some red words</p> <p>Children will spell words by identifying sounds they hear in them and representing the sounds with a letter or letters.</p> <p><u>Jack and the Beanstalk</u> Descriptive writing Sentence writing Narrative Writing Story maps</p> <p><u>The Very Hungry Caterpillar</u> Sequencing life cycle Facts non-fiction</p> <p><u>Commotion in The Ocean</u> Descriptive writing Sentence writing Writing Facts <u>Mad about Minibeasts</u> Labels and captions Lists Writing minibeast clues</p> <p><u>Minibeasts songs and rhymes - Twinkl list - "Insects All Around"</u></p>	<p>and lower case, most of which are formed correctly</p> <p>Children will write simple sentences and phrases that can be read by themselves and others</p> <p><u>Handa's Surprise</u> Sequencing Narrative Writing Writing Instructions Descriptive writing Poster</p> <p><u>Little Red Riding Hood</u> Sequencing Labels and captions Lists Simple sentence writing</p> <p><u>Oliver's Vegetables</u> Writing a prediction Speech bubbles Letter writing Lists Fact cards Recipe writing</p> <p><u>The Little Red Hen</u> Instruction writing Story map with key words Narrative writing</p> <p><u>A Tiny Seed</u></p>
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					Rhyming words Poetry performance week	Rhyming word families Poetry performance week



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Maths	<p><u>Number</u> Children will compare and represent numbers 1-3.</p> <p>Children will count, objects, actions and sounds.</p> <p>Children use number rhymes and stories to explore composition of number and mathematical concepts.</p> <p><u>Numerical patterns</u> Children will make and continue simple patterns.</p> <p><u>Measure, shape and spatial thinking</u> Children will compare size, mass and capacity.</p> <p>Children will talk about day and night and order key events in their daily routine.</p> <p>Children will match objects identifying similarities and differences.</p> <p>Children will sort objects according to size, shape and colour.</p>	<p><u>Number</u> Children will compare numbers and explore the composition of numbers to 5.</p> <p>Children will link the number symbol (numeral) with its cardinal number value.</p> <p>Children will count, objects, actions and sounds.</p> <p>Children will use subitising skills.</p> <p><u>Measure, shape and spatial thinking</u> Children will compose and decompose shapes so that they recognise a shape can have another shape within it.</p> <p>Children will identify 2D shapes.</p> <p>Children will recognise shapes in their environment.</p>	<p><u>Number</u> Children will compare numbers and explore the composition of numbers to 5.</p> <p>Children will understand the 'one more/one less' relationship between consecutive numbers.</p> <p>Children will count on and back from a given number.</p> <p>Children will use subitising skills.</p> <p>Children will count, objects, actions and sounds.</p> <p><u>Measure, shape and spatial thinking</u> Children will compare length, weight and capacity.</p> <p>Children will use the language related to length, weight and capacity.</p>	<p><u>Number</u> Children will compare numbers and explore the composition of numbers to 10.</p> <p>Children will apply the counting principles when counting.</p> <p>Children will combine 2 groups and find how many altogether.</p> <p>Children will count out the correct number of objects from a larger group.</p> <p><u>Numerical patterns</u> Children will recall number bonds for numbers to 5 and some number bonds to 10.</p> <p>Children will find and make pairs.</p> <p>Children understand that a pair is two.</p> <p><u>Measure, shape and spatial thinking</u> Children will identify 2D shapes.</p>	<p><u>Number</u> Children will count beyond 20.</p> <p>Children will identify even and odd numbers.</p> <p>Children will share quantities to 10 equally.</p> <p><u>Numerical patterns</u> Children will recognise the pattern of the counting system.</p> <p>Children will recall number bonds to 5 and 10.</p> <p>Children will recall doubling facts.</p> <p>Children will recognise and make equal groups.</p>	<p><u>Number</u> Children will build numbers beyond 10.</p> <p>Children will solve addition problems.</p> <p>Children will solve subtraction problems.</p> <p>Children will use subitising skills.</p> <p><u>Numerical patterns</u> Children will create more complex patterns.</p> <p><u>Measure, shape and spatial thinking</u> Children will select, rotate and manipulate shapes to develop their reasoning skills.</p> <p>Children will use positional language to describe where an object is in relation to another object.</p> <p>Children will name 3D shapes and describe similarities and differences.</p>



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Understanding the World	<p><u>Past and Present</u> Children will explore and discuss themselves in the present and in the past - thinking about what they could and couldn't do as babies.</p> <p>Children will begin to make sense of their own life story and they will learn to compare and contrast their family set up with those of their peers (understanding that we are all different).</p> <p><u>People, Culture and Communities</u> Children will be able to discuss key points about their own religious and/or cultural background and compare this to that of their peers.</p> <p>Children will develop an understanding of aspiration and diversity through the sharing of stories.</p> <p><u>The Natural World</u> Children will explore the EYFS environment using all of their senses.</p>	<p><u>Past and Present</u> Children will explore how the various cultural or religious celebrations may have changed over the years.</p> <p><u>People, Culture and Communities</u> Children will be exposed to stories and information about life in this country and life around the world - including various cultural and religious celebrations and festivals. They will be able to explore and discuss simple artifacts and facts related to culture and religion.</p> <p>Children will develop an understanding of aspiration and diversity through the sharing of stories.</p> <p><u>The Natural World</u> Children will learn about their place in the world - developing an understanding of the world through map work.</p> <p>Children will explore and be able to talk about</p>	<p><u>Past and Present</u> Children will have the opportunity to explore transport present and past, as well as learning about transport used around the world and compare and contrast how it may differ to how we get around in the UK.</p> <p><u>People, Culture and Communities</u> Children will explore the world beyond Earth and how people have travelled and lived in space. They will learn about important pioneers in space travel relevant to the UK such as Tim Peake and Richard Branson.</p> <p>Children will develop an understanding of aspiration and diversity through the sharing of stories.</p> <p><u>The Natural World</u> Children will explore the world of transport through map work</p> <p>Children will explore and be able to talk about seasonal changes - with a</p>	<p><u>Past and Present</u> Children will develop an understanding of how jobs have changed over the years.</p> <p><u>People, Culture and Communities</u> Children will learn about different jobs and careers - with a particular focus on people who help and care for us (including the dentist and a focus on oral hygiene). They will also explore the wider world of people and jobs. Do people do the same jobs around the world?</p> <p>Children will explore education around the world - do all children have access to education in the same way we do?</p> <p>Children will develop an understanding of aspiration and diversity through the sharing of stories.</p> <p><u>The Natural World</u> Children will explore and be able to talk about seasonal changes - with a</p>	<p><u>Past and Present</u> Children will begin to explore ways in which the world outside us has changed and continues to change (focus on protecting the environment).</p> <p><u>People, Culture and Communities</u> Children will develop an understanding of aspiration and diversity through the sharing of stories.</p> <p><u>The Natural World</u> Children will explore living creatures and be able to compare and contrast their habitats and how they live. They will be able to talk about the life cycles of various creatures.</p> <p>Children will explore and be able to discuss the life cycle of plants - including discussing the different ways that different types of plants grow.</p>	<p><u>Past and Present</u> Children will explore how the food we eat now may differ from what our families ate in the past.</p> <p><u>People, Culture and Communities</u> Children will explore food from different cultures.</p> <p>Children will develop an understanding of aspiration and diversity through the sharing of stories.</p> <p><u>The Natural World</u> Children will explore and be able to discuss where their food comes from (building on the knowledge gained in the previous learning quest).</p> <p>Children will be able to compare and contrast healthy and unhealthy food and talk about how they can keep their bodies healthy.</p> <p>Children will explore and be able to talk about seasonal changes - with a focus on Summer</p>



Reception Medium Term Plan

		seasonal changes - with a focus on Autumn	focus on Winter	focus on Spring		
Expressive Arts and Design	<p><u>Creating and Materials</u> Children will be able to draw and create simple representations of familiar people, places and objects (e.g. their family, their home etc).</p> <p><u>Being Imaginative and Expressive</u> Children will explore their own features and begin to represent these in drawings or paintings - learning how to select the appropriate colours and resources to represent their ideas.</p> <p>Children will build role play stories with their peers (using props and small world resources) based on their prior and existing knowledge of the world (e.g. home play, shop play etc.)</p> <p>Children will be able to perform a selection of favourite songs and rhymes - using pitch, tone, rhythm and rhyme.</p> <p>Children will use props and resources to act out and</p>	<p><u>Creating and Materials</u> Children will explore different colours and patterns in the environment and represent them in their art work - this will include a focus on cultural patterns, festival colours, fireworks etc.</p> <p><u>Being Imaginative and Expressive</u> Children will have opportunities to build role play around different cultures using a variety of props and resources.</p> <p>Children will be able to perform a selection of favourite songs and rhymes - using pitch, tone, rhythm and rhyme.</p> <p>Children will use props and resources to act out and retell the stories they are becoming familiar with.</p> <p>Children will develop their confidence in performing a selection of songs and poems - not just to their</p>	<p><u>Creating and Materials</u> Children will explore the use of a variety of tools and resources for creating simple representations of transport - knowing how to select the appropriate resources to achieve their desired result. They will begin to learn to evaluate and adapt their own designs.</p> <p>Children will explore different ways to mix colours.</p> <p>Children will be able to explore the use of construction and loose parts resources to build their own representations of transport and then build storytelling and role play around their creations.</p> <p><u>Being Imaginative and Expressive</u> Children will use props and resources to act out and retell the stories they are becoming familiar with.</p>	<p><u>Creating and Materials</u> Children will explore the use of a variety of tools and resources for creating simple representations of people or objects- knowing how to select the appropriate resources, and colours to achieve their desired result. They will begin to learn to evaluate and adapt their own designs.</p> <p>Children will develop an understanding of how colours are mixed to create new colours and be able to name the new colours they have created.</p> <p><u>Being Imaginative and Expressive</u> Children will be able to use available props and resources to build stories within role play with their peers - making links to their prior knowledge and new knowledge.</p> <p>Children will use a variety of props and resources to represent their understanding of how to</p>	<p><u>Creating and Materials</u> Children will have opportunities to explore art in the outside world - including close observation of the features of plants and animals, and representing these observations in their work. They will be able to select appropriate colours, tools and resources to create their desired effect.</p> <p><u>Being Imaginative and Expressive</u> Children will be able to use props and small world resources to develop role play that represents their understanding of the animal world.</p> <p>Children will use props and resources to act out and retell the core stories from this half term.</p>	<p><u>Creating and Materials</u> Children will be able to explore food and it's textures through a variety of creative experiences.</p> <p>Children will know how to and select any resource they need for different purposes (e.g. scissors for cutting, making decisions whether tape or glue is better, pens or pencils etc.). They will be able to articulate their reasons why.</p> <p>Children will be able to discuss what resources or effects could be used to improve their work.</p> <p><u>Being Imaginative and Expressive</u> Through role play children will be able to explore different foods and how they are prepared - including exploring recipes.</p> <p>Children will use props and resources to act out and retell the core stories from this half term.</p>



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	retell the stories they are becoming familiar with.	peers but to a wider audience.		take care of themselves and (including oral hygiene).		
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