

Reception Medium term plan

Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Wk 1 -	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
Planning around quality text. (Two per term) To be chosen following children’s interests?	1. The Rainbow Fish			2. I Will Not Ever Ever Eat a Tomato.		
ADDITIONAL TEXTS. Enjoyment for reading - quality fiction and nonfiction. 3 Books or rhymes a day.	<ul style="list-style-type: none">• Monkey and Me• Yoga for Kids• The Lion Inside• It’s OK to be Different• Riley Can Be Anything• The Proudest Blue• Questions and Answers about my body• The colour monster goes to school• All About feelings• All About Families					
Links to previous learning.	<ul style="list-style-type: none">• Oliver’s Vegetables - healthy food, looking after body and brain, growing• Walter’s Wonderful Web (some accessed this, others didn’t plan for Sum2) - emotional awareness, intelligence, understanding and expressing emotions.					
Enrichment, trips and visitors.						
Roles play indoors and outdoors.	<ul style="list-style-type: none">• Doctor/hospital - ensure male and female doctors/nurses are represented and racial and ethnic diversity is honored.• Healthy food shop/kitchen• Classroom to help settle in					

Prime Areas

PSE - Self regulation - Managing Self - building relationships	<ul style="list-style-type: none"> - Think about your own feelings and those of others, by giving explicit examples of what others might feel in particular scenarios. - Use strategies to manage my feelings and emotions - Play with one or more other children extending and elaborating play ideas - Find solutions to conflicts and rivalry - Increasingly follow expectations understanding why they're important
C&L - Listening, attention and understanding - -speaking	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. - Start a conversation with an adult or a friend and continue it for many turns - Uses talk to organise themselves and their play
PD - Gross motor - Fine motor	<ul style="list-style-type: none"> - Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm - Start taking part in some group activities which they make up for themselves, or in teams. - Show preference for a dominant hand.
Assessment	

Literacy - Comprehension - Word reading - writing	<ul style="list-style-type: none"> - Engage in extended conversations about stories learning new vocab. - Write some or all of their name - Use some of their print and letter knowledge in their early writing
Maths - Number - Numerical patterns	<ul style="list-style-type: none"> - Show 'finger numbers' up to five - Counts objects, actions and sounds - Develop fast recognition of up to 3 objects, without having to count them - SUBITISE
UW	<ul style="list-style-type: none"> - Name and describe people who are familiar to them

<ul style="list-style-type: none"> - Past and present - People, culture and communities - The natural world 	<ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history - Look closely at similarities, differences, patterns and change. - Begin to understand the need to respect and care for the natural environment and all living things. - Continue to develop positive attitudes about the differences between people.
EAD <ul style="list-style-type: none"> - Being imaginative - Creating with materials 	<ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
PHONICS	Assessment through play and games as much as possible. Begin teaching week 4 - See phonic's vision.
Assessment	

EVALUATION
