

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
