



Medium Term Planning

Reception

Spring 1 2026



Topics and Themes	Celebrating Cultures & Festivals Around the World		
Cold Climates / animals and their habitats All change	RSPB's Big School's Birdwatch (23 rd -24th Jan) Burns Night (25 th Jan) Valentine's Day (14 th Feb)	Lohri Festival (13 th Jan) Chinese New Year (17 th Feb) Love your pet day (20 th Feb)	Martin Luther King Day (19 th Jan) Shrove Tuesday (17 th Feb)
Prime Areas of Learning			
Communication and Language			
<p>As communicators:</p> <p>Listening, Attention & Understanding:</p> <p>We will learn to follow two-step instructions during routines and activities</p> <p>We will listen to longer stories without props and recall key events</p> <p>We will respond to "how" and "why" questions</p> <p>We will take turns in conversations with increasing awareness of others</p> <p>Speaking</p> <p>We will use new vocabulary in play and small-group discussions</p> <p>We will speak in longer sentences (4–6 words) and begin to join ideas with <i>and/because</i></p> <p>We will retell simple stories using story language</p> <p>We will express needs, feelings, and ideas more clearly</p> <p>We will continue to hold a sentence in our heads and then articulate our ideas and thoughts in full sentences to our teachers, family and friends</p> <p>We will use our communication superpower to remember and describe the new vocabulary taught which is related to our Spring term topics</p> <p>We will play with words and funny rhymes and poems including 'add your own word' rhymes</p> <p>We will use our collaboration superpower to Join in as a group with our very familiar stories together changing our voices to match the characters</p> <p>We will add connectives to the end of simple sentences</p>			
Physical Development			
<p>As we develop our physical skills:</p> <p>Gross Motor Skills:</p> <p>We will weave, thread and tie using a variety of resources both small and large scale, indoor and outdoor</p> <p>We will use small hammers and tools correctly and safely to build a bird box / feeding station /flower box for our outdoor area</p> <p>We will move confidently and with control in different ways (running, hopping, sliding, climbing)</p> <p>We will show increasing control when stopping, starting, and changing direction</p> <p>We will use large equipment safely (climbing frames, bikes, balls) and large PE equipment</p> <p>We will develop balance and coordination through obstacle courses</p> <p>We will begin to participate in simple team games and follow rules</p> <p>We will recognise what changes happen to our bodies during exercise and why</p> <p>We will use our collaboration superpower to put away, carry and control equipment we have used both indoor and outdoor to support our learning and care for our resources</p> <p>Fine Motor Skills</p> <p>We will continue to develop a comfortable and efficient pencil grip</p> <p>We will use scissors with increasing accuracy</p> <p>We will strengthen hand muscles through malleable materials (dough, clay)</p> <p>We will use tools such as tweezers, hole punches, pipettes, and small construction pieces</p> <p>We will begin to form our letters with greater control (linked to phonics)</p>			
Personal Social & Emotional Development			
<p>As individuals:</p> <p>Self-Regulation:</p> <p>We will recognise and name a wider range of emotions through stories and discussions</p> <p>We will begin to talk about what helps us to feel calm</p> <p>We will show an increasing ability to wait, take turns, and manage our disappointments</p> <p>We will follow two-step instructions even when excited or distracted</p> <p>We will use our communication superpower to talk about simple problem-solving approaches to disagreements with our friends and consider the feelings of others across our school day and at home</p> <p>Managing Self:</p> <p>We will show growing independence in dressing, toileting, and organising belongings</p> <p>We will learn to make healthy choices about food, activity, and rest</p> <p>We will begin to talk about keeping safe in different contexts (e.g., winter weather, online safety basics)</p>			

<p>We will be able to discuss and talk about our school routines and expectations of our behaviour and understand how this effects our learning</p> <p>We will make and understand healthy snacks and why they are good for us / affect our bodies</p> <p>We will know and talk about the different factors that support my overall health and wellbeing</p> <p>We will continue to follow our Kapow PSHE programme</p> <p>Building Relationships:</p> <p>We will play cooperatively in our provision understanding we have close friendships, but we include all our friends</p> <p>We will resolve simple conflicts with adult support</p> <p>We will show empathy “Are you ok?”, “Do you want to play?” to our friends, teachers and families</p> <p>We will use kind words and gestures during play</p> <p>We will use our collaboration superpower to share my ideas with others and value their opinions</p> <p>Continue to use our resilience and courage superpowers to show bravery, resilience and perseverance in the face of challenges</p>		
Specific Areas of Learning		
Mathematics		Literacy
<p>As mathematicians:</p> <p>Counting backwards within 10 and understanding which number comes before: Children will practise counting backwards and become confident knowing what number comes just before another</p> <p>Counting back from different starting numbers (not always 10): We will encourage children to start counting backwards from a variety of numbers to build flexibility and confidence</p> <p>Exploring all the different ways to make 5 and recognising them without counting (subitising): Children will learn to spot amounts up to 5 instantly, without needing to count each item</p> <p>Exploring how numbers up to 10 are made: Through play and practical activities, children will discover how numbers can be broken apart and put together building on our learning from last term</p> <p>Understanding ‘one more’ and ‘one less’: Children will use real objects and number stories to help them understand what happens when we add one or take one away</p> <p>Comparing and using the language of measures: Children will explore size, weight and capacity using everyday materials, learning words like longer, shorter, heavier, lighter, full and empty</p> <p>Talking about the timeline of our school day: We’ll help children understand the order of daily events and talk about what happens first, next and last</p>		<p>As readers:</p> <p>We will continue to look after our books carefully when we read by ourselves</p> <p>We will continue to read fiction and non-fiction books</p> <p>We will learn to recall important parts of the books we have read we will talk about key events, characters and ideas from familiar stories</p> <p>We will predict what might happen next</p> <p>We will use our collaboration superpower to discuss what we enjoy about different books. We will share opinions as a group and talk about why we like some stories more than others.</p> <p>We will engage in storytelling and discussions around festival traditions linked to celebrations</p> <p>We will look for clues in illustrations to help understand the story and use pictures to predict, explain and explore what is happening in the plot</p> <p>We will learn and share word-play rhymes and more complex nursery rhymes</p> <p>Children will enjoy playful language, rhythm and rhyme to build early reading skills</p> <p>Writing:</p> <p>In writing we will using our new sounds to spell simple words</p> <p>We will begin to break speech into words when writing, we will learn to hear the separate words in a sentence and write them down</p> <p>We will learn to write labels, lists and captions, segment words independently, and begin forming simple sentences building confidence through both play and adult-led activities with adult support</p> <p>Continue to learn simple punctuation eg full stops and capital letters and begin to use finger spaces with increasing independence</p> <p>We will talk about our writing and what it means</p> <p>Drawing Club:</p> <p>In Drawing Club, we will use our curiosity superpower to develop imagination and create our own story ideas. We will invent characters, settings and simple storylines.</p> <p>Drawing Club texts:</p> <p>The Enormous Turnip</p> <p>Wacky Races</p> <p>Mr Benn</p>
Maths shared texts:		
<p>Zero is the Leaves on the Tree by Betsy Franco</p> <p>None the Number by Oliver Jeffers,</p> <p>Anno’s Counting Book by Mitsumasa</p> <p>I Spy Numbers by Jean Marzollo</p> <p>The Ugly Five by Julia Donaldson</p> <p>Five Small Stars by Elizabeth Matternson and Madge Bugden,</p> <p>Dear Zoo by Rod Campbell</p> <p>Actual Size by Steve Jenkins</p> <p>The Foot Book by Dr. Seuss</p> <p>How much does a ladybird weigh?’ by Alison Limentani</p> <p>Sidney the Silly Who Only Eats 6 by M.W. Penn</p> <p>Six Dinner Sid by Inga Moore</p>	<p>1, 2, 3 to the Zoo by Eric Carle</p> <p>Kipper’s Toybox by Mick Inkpen</p> <p>Quack and Count by Keith Baker</p> <p>Missing Mittens by Stuart J. Murphy</p> <p>Noah’s Ark, Double Dave by Sue Hendra</p> <p>Minnie’s Diner by Dayle Ann Dodds</p> <p>Two of Everything by Lily Toy Hong</p> <p>Don’t Forget the Bacon! by Pat Hutchins</p> <p>The Snail and the Whale by Julia Donaldson</p> <p>Simon Sock by Sue Hendra and Paul Linnet</p>	
Phonics		
<p>Phonics:</p> <p>We will keep building our confidence with early phonics, including stretch and read to blend sounds into words</p> <p>In our Power Phonics we will build on the sounds we learned in the Autumn term and begin to read and write more complex words with growing confidence</p> <p>We will be introduced to a new set of sounds, including digraphs qu and consonant digraphs (sh, ch, th, ng), which help us to read and spell a wider range of words.</p> <p>We will read simple captions and sentences that use regular phonics patterns, and we will begin to read short, phonically decodable text with growing independence.</p> <p>We will learn to blend sounds to read longer words, spot digraphs and read simple sentences, tackle words with double letters, and begin recognising trickier words that can’t be sounded out easily.</p>		

We will continue learning tricky words such as *we, they, you, my, was, want, to, are, water, given and do*. Our reading books now include longer words, simple sentences and plenty of repetition to help develop our fluency and confidence.

Understanding the World	Expressive Arts and Design
<p><u>As world understander's:</u></p> <p>Past & Present:</p> <p>We will talk about events in their own lives and compare them with others in our class</p> <p>We will continue to understand simple timelines (before/now/next) and the patterns of our school day</p> <p>We will recognise changes over time (weather, seasons, growth)</p> <p>We will use our communication superpower to recall facts about Christmas and talk about our Christmas holidays</p> <p>People, Culture & Communities:</p> <p>We will learn about different occupations and roles in the community</p> <p>We will explore similarities and differences between families, traditions, and cultures</p> <p>We will talk about places they have visited or would like to visit</p> <p>We will use simple maps, photos, or globes to talk about our immediate environment</p> <p>We will continue to learn about festivals and celebrations around the world</p> <p>The Natural World:</p> <p>We will observe seasonal changes in winter describing changes to trees and woodland plants</p> <p>We will plant Spring bulbs in our outdoor area</p> <p>We will explore materials (ice, water, snow, metal, wood) and describe their properties understanding how things change from a solid to a liquid and back again</p> <p>We will carry out simple investigations (melting, freezing, floating, sinking)</p> <p>We will learn about animals in winter, habitats, and how living things survive</p> <p>We will use our responsibility superpower to visit the woods with our teachers to explore the changes over winter</p> <p>We will continue to use our curiosity superpower to develop our awe and wonder through Nature Makers in our outdoor areas</p>	<p><u>As artists:</u></p> <p>Creating with Materials:</p> <p>We will explore joining techniques (glue, tape, split pins) with increasing independence</p> <p>We will use our curiosity superpowers to experiment to make new and different shades and colours by mixing colours together and talk about the new colours we have made and how we can use them creatively in our play</p> <p>We will continue to explore, use and refine a variety of artistic effects to express our ideas and feelings with attention to detail</p> <p>We will expand our knowledge of famous artists and link their work to our topics</p> <p>We will look and copy patterns we find in our school environment</p> <p>We will use a range of tools safely (scissors, brushes, rollers)</p> <p>We will combine materials for a purpose (e.g., building models, collage, props)</p> <p>We will begin to plan what we want to make and talk about our choices</p> <p>Being Imaginative & Expressive:</p> <p>We will develop storylines in pretend play</p> <p>We will use props, puppets, and small world to act out stories</p> <p>We will move to music with expression and control</p> <p>We will explore rhythm, tempo, and simple musical patterns</p> <p>We will mark the beat and imitate rhythms with tapping and striking instruments – listen to musicians play different instruments in our class and be brave to have a go</p> <p>We will sing familiar songs and begin to learn new ones</p> <p>We will perform a small collection of short repetitive songs with our friends</p> <p>We will learn further action songs and story ring games by heart</p> <p>We will use our collaboration superpower to generate narratives and storylines with our friends in our play</p>