



**Medium Term Planning**  
**Reception**  
 Spring 2 2026



Topics and Themes	Celebrating Cultures & Festivals Around the World
Growing and changing Healthy body, healthy mind, healthy me Easter story, traditions and other celebrations around the world	Ramadan ends 29 <sup>th</sup> March World Book Day 5 <sup>th</sup> March International Women's Day 8 <sup>th</sup> March Holi Festival Of Colour - Hindu Festival 1st March Beep Beep Day - Road Safety - March 19 <sup>th</sup> Mother's Day - 15 <sup>th</sup> March Easter 3 <sup>rd</sup> April

**Prime Areas of Learning**  
**Communication and Language**

**As communicators:**

**Listening, Attention & Understanding:**  
 We listen carefully to stories, rhymes and information books and talk about what we have heard  
 We join in group discussions and listen respectfully to our friends  
 We retell stories in the correct order  
 We use words like *because, then, after* to explain our thinking

**Speaking**  
 We will use new vocabulary in play and small-group discussions  
 We will speak in longer sentences (4-6 words) and begin to join ideas with *and/because*  
 We will retell simple stories using story language and character voices  
 We will express needs, feelings, and ideas more clearly  
 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  
 We will use our communication superpower to remember and describe the new vocabulary taught which is related to our Spring term topic  
 We will add connectives to the end of simple sentences

**Physical Development**

**As we develop our physical skills:**

**Gross Motor Skills:**  
 We will weave, thread and tie using a variety of resources both small and large scale, indoor and outdoor  
 We will use small hammers and tools correctly and safely to build a bird box / feeding station /flower box for our outdoor area  
 We will move confidently and with control in different ways (running, hopping, sliding, climbing)  
 We will show increasing control when stopping, starting, and changing direction  
 We will use large equipment safely (climbing frames, bikes, balls) and large PE equipment  
 We will develop balance and coordination through obstacle courses  
 We will begin to participate in simple team games and follow rules  
 We will recognise what changes happen to our bodies during exercise and why  
 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

**Fine Motor Skills:**  
 We will continue to develop a comfortable and efficient pencil grip  
 We will use scissors with increasing accuracy  
 We will strengthen hand muscles through malleable materials (dough, clay)  
 We will use tools such as tweezers, hole punches, pipettes, and small construction pieces  
 We will begin to form our letters with greater control (linked to phonics)

## Personal Social & Emotional Development

### As individuals:

#### Self-Regulation:

We will recognise and name a wider range of emotions through stories and discussions

We will begin to talk about what helps us to feel calm

We will show an increasing ability to wait, take turns, and manage our disappointments

We will follow two-step instructions even when excited or distracted

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

#### Managing Self:

We will show growing independence in dressing, toileting, and organising belongings

We will learn to make healthy choices about food, activity, and rest

We will begin to talk about keeping safe in different contexts (e.g., winter weather, online safety basics)

We will be able to discuss and talk about our school routines and expectations of our behaviour and understand how this effects our learning

We will make and understand healthy snacks and why they are good for us / affect our bodies

We will know and talk about the different factors that support my overall health and wellbeing

We will continue to follow our Kapow PSHE programme

#### Building Relationships:

We will play cooperatively in our provision understanding we have close friendships, but we include all our friends

We will resolve simple conflicts with adult support

We will show empathy "Are you ok?", "Do you want to play?" to our friends, teachers and families

We will use kind words and gestures during play

We will use our collaboration superpower to share my ideas with others and value their opinions

Continue to use our resilience and courage superpowers to show bravery, resilience and perseverance in the face of challenges

## Specific Areas of Learning

### Mathematics

#### As mathematicians we will:

Counting forwards and backwards up to 15 so children become confident and fluent with numbers

Exploring numbers 6, 7 and 8 by building them with objects, fingers and tens frames to help children understand how these numbers are made

Understanding how 9 and 10 can be made in different ways using tens frames and practical resources

Quickly recognising small amounts (up to 5) without counting, using dice patterns, tens frames and everyday objects

Finding one more and one less than numbers within 10 through games and hands-on activities

Splitting small groups of 3 or 4 objects in different ways and noticing that the total stays the same

Beginning to show their mathematical thinking by making marks, drawings, tallies or writing numerals

Comparing lengths and heights using simple, non-standard measures such as cubes, sticks or natural objects

Talking about the order of events in our school day and using time words like before, after, next and later

Exploring shapes by joining them together, taking them apart and spotting smaller shapes hidden inside larger ones

### Literacy

#### As readers:

We will continue to look after our books carefully when we read by ourselves

We will continue to read fiction and non-fiction books

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

We will predict what might happen next

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.

We will engage in storytelling and discussions around festival traditions linked to celebrations

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

We will learn and share word-play rhymes and more complex nursery rhymes Children will enjoy playful language, rhythm and rhyme to build early reading skills

#### Writing:

In writing we will using our new sounds to spell simple words

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

Creating simple repeating patterns using natural objects both indoors and outdoors		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 Continue to learn simple punctuation eg full stops and capital letters and begin to use finger spaces with increasing independence We will talk about our writing and what it means
<b>Maths shared texts:</b>		<b>Drawing Club:</b> 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. <b>Drawing Club texts:</b> The Enormous Turnip Wacky Races Mr Benn
Zero is the Leaves on the Tree by Betsy Franco None the Number by Oliver Jeffers, Anno's Counting Book by Mitsumasa I Spy Numbers by Jean Marzollo The Ugly Five by Julia Donaldson Five Small Stars by Elizabeth Matterson and Madge Bugden, Dear Zoo by Rod Campbell Actual Size by Steve Jenkins The Foot Book by Dr. Seuss How much does a ladybird weigh?' by Alison Limentani Sidney the Silly Who Only Eats 6 by M.W. Penn Six Dinner Sid by Inga Moore	1, 2, 3 to the Zoo by Eric Carle Kipper's Toybox by Mick Inkpen Quack and Count by Keith Baker Missing Mittens by Stuart J. Murphy Noah's Ark, Double Dave by Sue Hendra Minnie's Diner by Dayle Ann Dodds Two of Everything by Lily Toy Hong Don't Forget the Bacon! by Pat Hutchins The Snail and the Whale by Julia Donaldson Simon Sock by Sue Hendra and Paul Linnet	

### Phonics

#### Phonics:

We will keep building our confidence with early phonics, including stretch and read to blend sounds into words  
 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  
 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  
 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  
 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  
 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

#### As world understander's:

##### Past & Present:

We will talk about events in their own lives and compare them with others in our class  
 We will continue to understand simple timelines (before/now/next) and the patterns of our school day  
 We will recognise changes over time (weather, seasons, growth)  
 We will use our communication superpower to recall facts about Christmas and talk about our Christmas holidays

##### People, Culture & Communities:

We will learn about different occupations and roles in the community

### Expressive Arts and Design

#### As artists:

##### Creating with Materials:

We will explore joining techniques (glue, tape, split pins) with increasing independence  
 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  
 We will continue to explore, use and refine a variety of artistic effects to express our ideas and feelings with attention to detail  
 We will expand our knowledge of famous artists and link their work to our topics  
 We will look and copy patterns we find in our school environment  
 We will use a range of tools safely (scissors, brushes, rollers)

We will explore similarities and differences between families, traditions, and cultures  
We will talk about places they have visited or would like to visit  
We will use simple maps, photos, or globes to talk about our immediate environment  
We will continue to learn about festivals and celebrations around the world

**The Natural World:**

We will observe seasonal changes in winter describing changes to trees and woodland plants  
We will plant Spring bulbs in our outdoor area  
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  
We will carry out simple investigations (melting, freezing, floating, sinking)  
We will learn about animals in winter, habitats, and how living things survive  
We will use our responsibility superpower to visit the woods with our teachers to explore the changes over winter  
We will continue to use our curiosity superpower to develop our awe and wonder through Nature Makers in our outdoor areas

We will combine materials for a purpose (e.g., building models, collage, props)  
We will begin to plan what we want to make and talk about our choices

**Being Imaginative & Expressive:**

We will develop storylines in pretend play  
We will use props, puppets, and small world to act out stories  
We will move to music with expression and control  
We will explore rhythm, tempo, and simple musical patterns  
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  
We will sing familiar songs and begin to learn new ones  
We will perform a small collection of short repetitive songs with our friends  
We will learn further action songs and story ring games by heart  
We will use our collaboration superpower to generate narratives and storylines with our friends in our play