

## Medium Term Plan

Reception 2022-23

Spring Term 2023

Miss Powell & Miss Popova

### Skills:

Literacy	Maths	Understanding the World
<ul style="list-style-type: none"><li>■ To be able to recognise rhythm.</li><li>■ To be able to continue a rhyming string.</li><li>■ To be able to hear and say the phonemes in words.</li><li>■ To be able to segment and blend phonemes orally.</li><li>■ To be able to link phonemes to letters.</li><li>■ To recognise Phases 2 and 3 of the Letters and Sounds letter progression.</li><li>■ To be able to blend VC and CVC words for reading.</li><li>■ To be able to segment VC and CVC words (using phonemes from Phases 2 and 3 of Letters and Sounds) for spelling.</li><li>■ To know the Tricky and High Frequency Words from Phases 2 and 3 from Letters and Sounds.</li><li>■ To be able to read simple words and sentences.</li><li>■ To be able to make predictions in stories.</li><li>■ To know that print carries meaning and that in English print is read from left to right and top to bottom.</li><li>■ To know that speech is broken into separate words.</li><li>■ To be able to write their own name independently.</li><li>■ To be able to write labels and captions.</li><li>■ To be able to use the correct letter formation to communicate meaning.</li><li>■ To begin to write short sentences in meaningful contexts.</li></ul>	<p><b><u>Number:</u></b></p> <ul style="list-style-type: none"><li>■ To be able to count 10 and then 20 everyday objects.</li><li>■ To be able to count to 20 and back (then beyond 20).</li><li>■ To use number names accurately in play.</li><li>■ To know that numbers identify objects in a set.</li><li>■ To be able to represent numbers using fingers, marks on paper or pictures.</li><li>■ To match numbers to a group of objects.</li><li>■ To be able to say when two groups of objects have the same number.</li><li>■ To know that actions and objects can be counted e.g. claps, jumps, steps.</li><li>■ To be able to recognise numerals 1-20.</li><li>■ To have a strategy to count an irregular arrangement of objects e.g. by lining them up, moving them as they count.</li><li>■ To be able to use the language of more and fewer to compare two sets of objects.</li><li>■ To find the total number of objects in two groups by counting all of them.</li><li>■ To know the number that is one more than a given number.</li><li>■ To be able to find one more or one less from a group of up to five then ten objects.</li><li>■ In practical activities, to be able to use the vocabulary involved in adding and subtracting.</li><li>■ To begin to relate addition by combining two groups of objects and subtraction to taking away.</li><li>■ To record using marks that they can interpret and explain.</li><li>■ To begin to use everyday language related to money.</li></ul>	<ul style="list-style-type: none"><li>■ To talk about why things happen and how things work.</li><li>■ To know about different cultures, beliefs and celebrations relevant to the children.</li><li>■ To understand similarities and differences between themselves and others.</li><li>■ To be able to look closely at similarities, differences, patterns and change.</li><li>■ To know how to care for living things and the environment.</li><li>■ To be able to make observations of animals and plants and explain why some things occur.</li><li>■ To comment on images of familiar situations in the past.</li><li>■ To compare and contrast characters from stories, including figures from the past.</li><li>■ To understand the effect of changing seasons in the natural world.</li></ul> <p style="text-align: center;"><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"><li>■ To be able to use their imagination during play, to include copying real life experiences.</li><li>■ To be able to create simple representations of things.</li><li>■ To be able to dance and move to express feelings and ideas.</li><li>■ To be able to use a narrative in their play with other children.</li><li>■ To be able to sing familiar songs and rhymes and make up their own songs.</li><li>■ To be able to clap rhythms and use simple percussion instruments.</li><li>■ To choose colours and materials to make pictures and models.</li></ul>

- To begin to identify own mathematical problems.
- To subitise.

**Numerical patterns:**

- To be able to talk about shapes or arrangements in their constructions.
- To be able to use shapes appropriately for tasks e.g. using the correct bricks or using the correct shapes for facial features.
- To be able to talk about the shapes of everyday objects using words such as round and tall.
- To be able to use mathematical terms to describe shapes.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- To be able to select a named shape.
- To compose and decompose shapes so that children can recognise that shapes have other shapes within it.
- To be able to describe their relative position, such as behind or next to.
- To be able to order two items by weight or capacity, using appropriate language.
- To be able to order two or three items by length or height, using appropriate language.
- To be able to use familiar objects and common shapes to create and re-create patterns and build models.
- To order and sequence familiar events.
- To be able to measure short periods of time with a non-standard unit.
- To use everyday language related to time.
- To be able to sort objects and talk about the sorting.

- To be able to manipulate materials to achieve a planned effect.
- To be able to construct with a purpose in mind, using a variety of resources.
- To be able to use a variety of simple tools and techniques competently and appropriately.
- To explore colours and how they can be changed by mixing powder paints.