

## Medium Term Plan

**Reception 2023-24**

**Spring Term 2024**

**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 sounds of the Little Wandle 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 Little Wandle) for spelling.</li> <li>To know the Tricky and High Frequency Words from Phases 2 and 3 from Little Wandle.</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>

	<ul style="list-style-type: none"> <li>• To begin to identify own mathematical problems.</li> <li>• To subitise.</li> </ul> <p><b><u>Numerical patterns:</u></b></p> <ul style="list-style-type: none"> <li>• To be able to talk about shapes or arrangements in their constructions.</li> <li>• To be able to use shapes appropriately for tasks e.g. using the correct bricks or using the correct shapes for facial features.</li> <li>• To be able to talk about the shapes of everyday objects using words such as round and tall.</li> <li>• To be able to use mathematical terms to describe shapes.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• To be able to select a named shape.</li> <li>• To compose and decompose shapes so that children can recognise that shapes have other shapes within it.</li> <li>• To be able to describe their relative position, such as behind or next to.</li> <li>• To be able to order two items by weight or capacity, using appropriate language.</li> <li>• To be able to order two or three items by length or height, using appropriate language.</li> <li>• To be able to use familiar objects and common shapes to create and re-create patterns and build models.</li> <li>• To order and sequence familiar events.</li> <li>• To be able to measure short periods of time with a non-standard unit.</li> <li>• To use everyday language related to time.</li> <li>• To be able to sort objects and talk about the sorting.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to manipulate materials to achieve a planned effect.</li> <li>• To be able to construct with a purpose in mind, using a variety of resources.</li> <li>• To be able to use a variety of simple tools and techniques competently and appropriately.</li> <li>• To explore colours and how they can be changed by mixing powder paints.</li> </ul>
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