

Medium Term Plan

Reception 2020-21

Spring Term 2021

Miss Cleary & Miss Powell

Skills:

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

	<ul style="list-style-type: none"> ✓ To begin to identify own mathematical problems. <u>Shape, Space and Measure:</u> ✓ To be able to recognise similar shapes in the environment. ✓ To be able to find objects from positional or directional clues. ✓ 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 names for solid 3D shapes and flat 2D shapes. ✓ To be able to use mathematical terms to describe shapes. ✓ To be able to select a named shape ✓ 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 be able to sort objects and talk about the sorting. ✓ To use everyday language related to time. 	<ul style="list-style-type: none"> ✓ 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.
--	---	---