



# Linden Primary School Medium Term Plan – Reception Spring



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous me!	Once upon a time!	Space	Come outside!	Amazing animals!	Important People!
Focus topics Reception	<ul style="list-style-type: none"> <li>Well-being</li> <li>Friendships</li> <li>My family tree</li> <li>Autumn</li> </ul>	<ul style="list-style-type: none"> <li>Traditional tales</li> <li>Alternative tales</li> <li>Weather</li> <li>Winter</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Black history</li> <li>Important people</li> <li>Explorers</li> <li>Inventors</li> </ul>	<ul style="list-style-type: none"> <li>Spring</li> <li>Growing</li> <li>When I was a baby</li> <li>Planting</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>Animals</li> <li>Habitats</li> <li>How to look after our planet</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences in the world</li> <li>Summer</li> </ul>
High quality texts – Reception	<ul style="list-style-type: none"> <li>I am almost always kind</li> <li>Big feelings</li> <li>Tilde tries again</li> <li>The blue umbrella</li> <li>If I were king</li> <li>My friends</li> <li>The leaf thief</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks</li> <li>Diwali</li> <li>Damsel not in Distress</li> <li>Jim and the Beanstalk</li> <li>Little Red and the Big Bad Wolf</li> <li>Winter</li> <li>Where do animals go in Winter?</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Whatever Next!</li> <li>Aliens Love Underpants</li> <li>A Planet Full of Plastic</li> <li>Mae Among the Stars</li> <li>My First Chinese New Year</li> <li>Here We Are</li> <li>Look Up</li> <li>Little People, Big Dreams- Mae Jemison</li> <li>Little People, Big Dreams- Neil Armstrong</li> <li>Dear Earth</li> </ul>	<ul style="list-style-type: none"> <li>Busy spring</li> <li>Let's look at spring</li> <li>Tadpoles promise</li> <li>Granny pip grows fruit</li> <li>Rosa's big sunflower experiment</li> <li>That's my flower</li> <li>Jaspers beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>I Love My Home</li> <li>Home</li> <li>On the Way to School</li> <li>Welcome to our World</li> <li>Martha Maps It Out</li> <li>Maps</li> <li>Grassland Animals</li> <li>Rainforest</li> </ul>	<ul style="list-style-type: none"> <li>Little People, Big Dreams- Amelia Earhart</li> <li>Little People, Big Dreams- David Attenborough</li> <li>When I Grow Up- Great Leaders</li> <li>My Name is Malala</li> <li>When I Grow Up- Sports Leaders</li> </ul>
WOW moments/enrichments	<ul style="list-style-type: none"> <li>Autumn walk</li> <li>Remembrance Day</li> <li>Firefighter visit/ Police Visit/ Doctor Visit</li> <li>Harvest Time</li> <li>What do I want to be when I grow up? Video for parents - Nursery.</li> </ul>	<ul style="list-style-type: none"> <li>Trip to the library</li> <li>Story teller workshop</li> <li>Nativity</li> <li>Bonfire night/sparklers</li> <li>Diwali</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>Trip to the pond</li> <li>Hatching eggs</li> <li>Trip to Evington park</li> <li>Nature scavenger hunt</li> <li>Easter egg hunt</li> <li>Planting in the allotment</li> </ul>	<ul style="list-style-type: none"> <li>Farm trip</li> <li>Minibeast hunt</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## Reception Spring 1 – Disciplinary Knowledge

Communication and language Speaking Listening Understanding	PSED Self-Regulation Managing Self Building Relationships	Physical Development	Literacy Reading Writing	Maths	Understanding the World	Expressive Arts & Design Being Imaginative Music Making Drawing and making skills
<p>I can recall key facts from non-fiction texts we've been reading, with support</p> <p>I can make up my own simple stories following a simple beginning, middle, end structure.</p> <p>I am beginning to offer simple explanations and opinions using new words I've learnt</p>	<p>I can talk about the feelings of others and begin to show an understanding of why they might feel that way.</p> <p>I can set myself challenges.</p> <p>I can follow more complex instructions given to me by my teacher.</p> <p>I know when I get frustrated and can manage my feelings appropriately.</p> <p>I can work with my friends to complete a project when I play.</p>	<p>I can use scissors to make fringes, curls, cutting out internal shapes / patterns.</p> <p>I can form identifiable letters independently, sometimes sitting on a line.</p> <p>I can use equipment to balance, jump and land, climb.</p> <p>I can combine different movements in a sequence e.g. climb, jump, roll</p> <p>I can throw and catch with a partner.</p> <p>I can kick a ball and receive it with a partner.</p>	<p>I can read the first 10 digraphs of Phase 3</p> <p>I can read Phase 3 words containing known digraphs, with support</p> <p>I can read phase 3 set 1 books, with support.</p> <p>I can write a simple sentence containing Phase 3 digraphs (when guided).</p> <p>I can form some recognisable letters matched to sounds.</p>	<p><b>Alive in 5</b></p> <ul style="list-style-type: none"> <li>Introduce zero</li> <li>Find 0 to 5</li> <li>Subitise 0 to 5</li> <li>Represent 0 to 5</li> <li>1 more</li> <li>1 less</li> <li>Composition</li> <li>Conceptual subitising to 5</li> </ul> <p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>Compare mass</li> <li>Find a balance</li> <li>Explore capacity</li> <li>Compare capacity</li> </ul> <p><b>Growing 6, 7, 8</b></p> <p>Find and represent 6, 7 and 8</p> <p>Find 1 more and 1 less to 8.</p>	<p>I can talk about the seasons and how these change the environment throughout the year- winter</p> <p>I can describe changes in water as it freezes and melts</p> <p>I can talk about different religions / cultures; how they are similar and different from my own</p> <p>I can compare the lives of other people in the past with my life now.</p> <p>I can talk about the past in contrast to the present using pictures, characters, and</p>	<p>I can create prints using a variety of techniques.</p> <p>I can use my observation to draw in more detail.</p> <p>I know who (Van Gogh) is and can talk about his style.</p> <p>I can talk about my creation and say what I like about it.</p> <p>I have a repertoire of songs which I can sing from memory</p> <p>I can move rhythmically to music</p> <p>I am beginning to make up my own stories using props and puppets</p>

Week	Key text	Supplementary texts	Key questions	Substantive Knowledge	Key Vocabulary	Development matters link
Week 1			<ul style="list-style-type: none"> <li>What do you think the moon is like?</li> <li>Would you like to go to the moon and why?</li> <li>What would you take to the moon?</li> </ul>		Journey Full Empty Dripping Far Close  <u>Challenge words:</u> Waterproof Absorbent	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>
Week 2			<ul style="list-style-type: none"> <li>Why did the aliens come down to space?</li> <li>What are the rhyming words in the sentences?</li> </ul>		Up Down Stripy Spotty patterns  <u>Challenge words:</u> Rhyme Competition	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>
Week 3			<ul style="list-style-type: none"> <li>How can we look after our planet?</li> <li>Do you think plastic is a good thing or a bad thing?</li> <li>What do you think could be used instead of plastic?</li> </ul>	<ul style="list-style-type: none"> <li>Talk about different materials and their properties.</li> </ul>	Environment Recycling Materials  <u>Challenge words:</u> Earth Plastic	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Compare and contrast characters from stories, including figures from the past (Leo Baekeland).</li> </ul>
Week 4			<ul style="list-style-type: none"> <li>What do you want to be when you're older?</li> <li>How are you going to achieve your goals?</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some significant historical people and events.</li> <li>I can recall key facts from non-fiction texts we've been reading, with support</li> <li>Understand different occupations and how things work.</li> </ul>	Goals Believe Challenge Team-work Achieve Astronaut  <u>Challenge words:</u> Determination Perseverance	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past (Mae Jemison and Neil Armstrong).</li> </ul>
Week 5				<ul style="list-style-type: none"> <li>To talk about different religions/ cultures and how they are similar and different from their own.</li> </ul>	Celebration Chinese New Year Festival Traditions Emperor	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>
Week 6				<ul style="list-style-type: none"> <li>To observe and interact with natural processes e.g. how a boat floating on water.</li> <li>Compare England to another country- talking about what is the same and different.</li> </ul>	Earth Globe Round Planet Texture Land  <u>Challenge words:</u> Similarities Differences	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> </ul>



# Linden Primary School Medium Term Plan – Reception Spring



					Climate Equator	
--	--	--	--	--	-----------------	--

## Reception Spring 1 Milestones to work towards to be 'on track' and meet Early Learning Goals (ELG)

CLL	PSE	PD	Lit	Maths	UW	EA
<p>I can retell known stories in greater detail, without support</p> <p>I can explain and express opinions using new words I've learnt.</p> <p>I can tell my own stories including increasing detail.</p>	<p>I can talk about my feelings in detail.</p> <p>I can complete challenges I have set for myself and set by an adult.</p> <p>I can continue an activity with sustained concentration.</p> <p>I can adapt and refine my thinking and actions when I encounter a problem in my play.</p>	<p>I can use a template to draw around and cut out independently.</p> <p>I can use scissors to cut a variety of materials (wool, fabric, tinfoil, tissue, sometimes with support).</p> <p>I can form identifiable letters independently, on a line, with growing proportion.</p> <p>I can balance a beanbag on my head.</p> <p>I can use equipment to balance, jump and land, climb.</p> <p>I can combine different movements in a sequence e.g. climb, jump, roll</p>	<p>I can read all the first 44 letter sound correspondences (Phase 3)</p> <p>I can read most Phase 3 tricky words</p> <p>I can spell some Phase 2 tricky words, following a model where necessary.</p> <p>I can read and spell cvc words containing Phase 3 digraphs</p> <p>I can read books on phase 3 set 1</p> <p>I can write simple sentences containing any Phase 3 digraphs (when guided)</p>	<p><b>Alive in 5</b></p> <ul style="list-style-type: none"> <li>• Introduce zero</li> <li>• Find 0 to 5</li> <li>• Subitise 0 to 5</li> <li>• Represent 0 to 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition</li> <li>• Conceptual subitising to 5</li> </ul> <p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Find a balance</li> <li>• Explore capacity</li> <li>• Compare capacity</li> </ul> <p><b>Growing 6, 7, 8</b></p> <p>Find and represent 6, 7 and 8</p> <p>Find 1 more and 1 less to 8.</p>	<p>I can talk about the seasons and how these change the environment throughout the year-</p> <p>I can describe changes in water as it freezes and melts</p> <p>In fact as it melts</p> <p>I can talk about different religions / cultures; how they are similar and different from my own</p> <p>I can compare the lives of other people in the past with my life now.</p> <p>I can talk about the past in contrast to the present using pictures, characters, and stories</p>	<p>I can create prints using a variety of techniques.</p> <p>I can use my observation to draw in more detail.</p> <p>I know who (Van Gogh) is and can talk about his style.</p> <p>I can talk about my creation and say what I like about it.</p> <p>I have a repertoire of songs which I can sing from memory</p> <p>I can move rhythmically to music</p> <p>I am beginning to make up my own stories using props and puppets</p> <p>I use instruments to keep a beat and play increasingly complex patterns.</p> <p>I can use my observation to draw in more detail.</p>


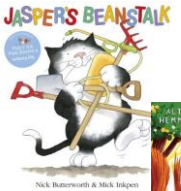
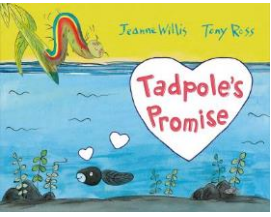


# Linden Primary School Medium Term Plan – Reception Spring



## Reception Spring 2 – Disciplinary Knowledge

Communication and language Speaking Listening Understanding	PSED Self-Regulation Managing Self Building Relationships	Physical Development	Literacy Reading Writing	Maths	Understanding the World	Expressive Arts & Design  Being Imaginative  Music Making  Drawing and making skills
<ul style="list-style-type: none"> <li>I can retell known stories in greater detail, without support.</li> <li>I can explain and express opinions using new words I've learnt.</li> <li>I can tell my own stories including increasing detail.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my feelings in detail.</li> <li>I can complete challenges I have set for myself and set by an adult.</li> <li>I can continue an activity with sustained concentration.</li> <li>I can adapt and refine my thinking and actions when I encounter a problem in my play.</li> <li>I can follow more complex instructions given to me by my teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a template to draw around and cut out independently.</li> <li>I can use scissors out internal shapes.</li> <li>I can use scissors to cut a variety of materials (wool, fabric, tinfoil, tissue, sometimes with support).</li> <li>I can form identifiable letters independently, on a line, with growing proportion.</li> <li>I can throw and catch with a partner.</li> <li>I can kick a ball and receive it with a partner.</li> <li>I can balance a beanbag on my head.</li> </ul>	<ul style="list-style-type: none"> <li>I can read all the first 44 letter sound correspondences (Phase 3)</li> <li>I can read all Phase 3 tricky words</li> <li>I can spell Phase 2 tricky words, following a model where necessary.</li> <li>I can read and spell cvc words containing Phase 3 digraphs</li> <li>I can read phase 3 set 1 books</li> <li>I can write simple sentences containing any Phase 3 digraphs (when guided)</li> </ul>	<p><b>Growing 6, 7, 8</b> Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p> <p><b>Length, Height and Time</b> Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p>	<ul style="list-style-type: none"> <li>I can comment on images of familiar situations in the past.</li> <li>I can understand the effect of changing seasons on the natural world around me.</li> <li>I can describe what I see, hear and feel whilst outside.</li> <li>I can explore the natural world around them.</li> <li>I can talk about the seasons and how these change the environment throughout the year-Spring.</li> <li>I can say which animals live in different environments and how they adapt to those environments.</li> <li>I can describe changes in chocolate as it melts.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw / paint / collage/ make models of animal that I've observed or researched found in books</li> <li>I know where different materials come from.</li> <li>I can mix materials to create different textures.</li> <li>I know who (add crafts person) is and can talk about his style.</li> <li>I can explain my creative choices.</li> <li>I can perform by singing and dancing</li> <li>I make up my own stories with props and puppets, using language which has been influenced by reading</li> </ul>

Week	Key text	Supplementary texts	Key questions	Substantive Knowledge	Key Vocabulary	Development matters link
Week 1		 	What animals are born in spring? What changes can you see? What is the weather like?	<ul style="list-style-type: none"> <li>To understand that things change in Spring.</li> <li>To be able to speak about the signs of Spring.</li> </ul>	Spring Weather Change Buds New life Blossom Chicks Lamb Calf Growing	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Explore the natural world around them</li> <li>Engage in non-fiction books.</li> </ul>
Week 2		 	How does the garden look in Winter? What things did they see in the garden? What are the birds busy doing and why? Why do nature's recyclers do?	<ul style="list-style-type: none"> <li>To understand the differences and be able to make comparisons from Winter to Spring using the past tense with support.</li> <li>I can say which birds live in different environments and how they adapt to those environments.</li> </ul>	Spring Nature Compost heap Attract Tadpoles Recyclers Nest Cocoon/ chrysalis Fork Pollen cubs	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Explore the natural world around them</li> <li>Engage in non-fiction books.</li> </ul>
Week 3		 	How do the fruit grow on trees? What does Granny have to do to help the fruit grow? What is your favourite fruit and why? Why did Granny Pip put a net over the strawberries?	<ul style="list-style-type: none"> <li>To understand the differences and be able to make comparisons from Winter to Spring using the past tense with support.</li> <li>I can say which birds live in different environments and how they adapt to those environments.</li> </ul>	Compost Tangled Prunes Seedlings Weeds Wilting Ripe Harvest Resist	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul>
Week 4			What does love mean? What does forgiveness mean and should we forgive? What do you think might happen next? Why couldn't tadpole keep his promise?	<ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	Tadpole Pearl Love Promise Fondly Willow Forgiveness Chance Cocoon/ chrysalis	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past (timeline of their parents and them from babies to now).</li> </ul>



# Linden Primary School Medium Term Plan – Reception Spring



## Reception Spring 2 Milestones to work towards to be 'on track'

CLL	PSE	PD	Lit	Maths	UW	EA
<p>I can retell known stories in greater detail, without support.</p> <p>I can explain and express opinions using new words I've learnt.</p> <p>I can tell my own stories including increasing detail</p>	<p>I can talk about my feelings in detail.</p> <p>I can complete challenges I have set for myself and set by an adult.</p> <p>I can continue an activity with sustained concentration.</p> <p>I can adapt and refine my thinking and actions when I encounter a problem in my play.</p> <p>I can follow more complex instructions given to me by my teacher.</p>	<p>I can use a template to draw around and cut out independently.</p> <p>I can use scissors to cut a variety of materials (wool, fabric, tinfoil, tissue, sometimes with support.</p> <p>I can form identifiable letters independently, on a line, with growing proportion.</p> <p>I can throw and catch with a partner.</p> <p>I can kick a ball and receive it with a partner.</p> <p>I can balance a beanbag on my head.</p>	<p>I can read all the first 44 letter sound correspondences (Phase 3)</p> <p>I can read all Phase 3 tricky words</p> <p>I can spell Phase 2 tricky words, following a model where necessary.</p> <p>I can read and spell cvc words containing Phase 3 digraphs</p> <p>I can read red band books</p> <p>I can write simple sentences containing any Phase 3 digraphs (when guided)</p>	<p><b>Growing 6, 7, 8</b> Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p> <p><b>Length, Height and Time</b> Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p>	<p>I can comment on images of familiar situations in the past.</p> <p>I can understand the effect of changing seasons on the natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>I can explore the natural world around them.</p> <p>I can talk about the seasons and how these change the environment throughout the year-Spring.</p> <p>I can say which animals live in different environments and how they adapt to those environments.</p> <p>I can describe changes in chocolate as it melts.</p>	<p>I can draw / paint / collage/ make models of animal that I've observed or researched found in books</p> <p>I know where different materials come from.</p> <p>I can mix materials to create different textures.</p> <p>I know who (add crafts person) is and can talk about his style.</p> <p>I can explain my creative choices.</p> <p>I can perform by singing and dancing</p> <p>I make up my own stories with props and puppets, using language which has been influenced by reading</p>