



Linden Primary School Medium Term Plan – Reception Spring



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me and Once Upon a Time!	Festivals and Space!	Bird Spotting!	Animals-Author study (Catherine Rayner)	Mad about Dinosaurs!	Important People!
Focus topics Reception	<ul style="list-style-type: none"> Well-being Friendships My family tree When I was a baby Traditional tales 	<ul style="list-style-type: none"> Autumn Space Weather Winter Black history Christmas When I grow up, I want to be.. 	<ul style="list-style-type: none"> National Bird Watch Day Similarities and differences between birds Chinese New Year Similarities and differences around the world 	<ul style="list-style-type: none"> Spring Growing Planting Friendship Hygiene Recycling/ looking after the planet Easter 	<ul style="list-style-type: none"> Similarities and differences over time Past and present 	<ul style="list-style-type: none"> Summer Important people Explorers Inventors
High quality texts – Reception	<ul style="list-style-type: none"> My Friends If I Were King I'm Almost Always Kind Me and My Family Goldilocks and the Three Bears The Three Billy Goats Gruff Rapunzel The Enormous Turnip The Elves and the Shoemaker 	<ul style="list-style-type: none"> I Love the Seasons- Autumn The Leaf Thief Diwali Winter The Nativity Story Whatever Next! Mae Among the Stars Little People, Big Dreams- Mae Jemison Little People, Big Dreams- Neil Armstrong Look Up 	<ul style="list-style-type: none"> Birds The Crow and the Peacock Otto Blotter Bird Spotter The Great Race/ My First Chinese New Year The Little Red Hen Puffin Peter 	<ul style="list-style-type: none"> Arlo- The lion who couldn't sleep Abigail Augustus and his smile Emperor on ice Smelly Louie Iris and Isaac Easter 	<ul style="list-style-type: none"> Have you seen Dinosaur? Mad about Dinosaurs Am I yours? 	<ul style="list-style-type: none"> Little People, Big Dreams- Amelia Earhart Little People, Big Dreams- David Attenborough When I Grow Up-Great Leaders My Name is Malala When I Grow Up-Sports Leaders
WOW moments/ enrichments	<ul style="list-style-type: none"> Autumn walk Remembrance Day Harvest Time Planting 	<ul style="list-style-type: none"> Trip to the library Story teller workshop Nativity Bonfire night/sparklers Diwali Visit the St Deny's Church- Christmas 	<ul style="list-style-type: none"> Chinese New Year National Bird Watch Trip at Watermead Park Trip to Ethel Bakery 	<ul style="list-style-type: none"> Trip to the pond Hatching eggs Recycling Visit the St Deny's Church- Easter 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Trip to the Farm Sport's Day



LITTLE BIRDS

Tune: Teddy Bear, Teddy Bear

Little birds, little birds, jump up and down.
 Little birds, little birds, don't make a sound!
 Little birds, little birds, tip-toe to me.
 Little birds, little birds, bend your knees!
 Little birds, little birds, peep, peep, peep.
 Little birds, little birds, sleep, sleep, sleep.
 Little birds, little birds, fly to the leaves!
 Little birds, little birds, sit down, please.


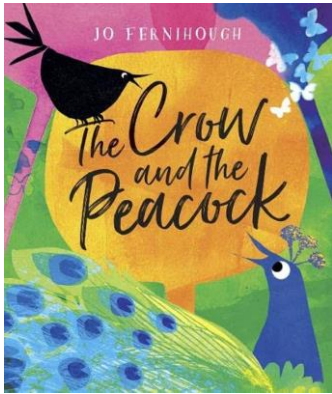
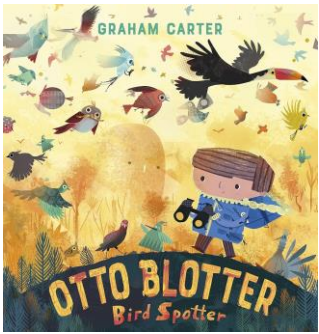


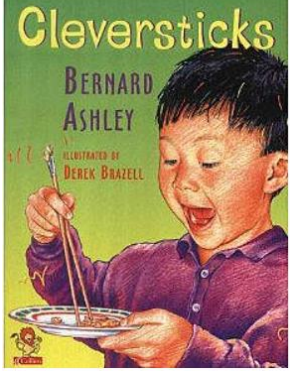
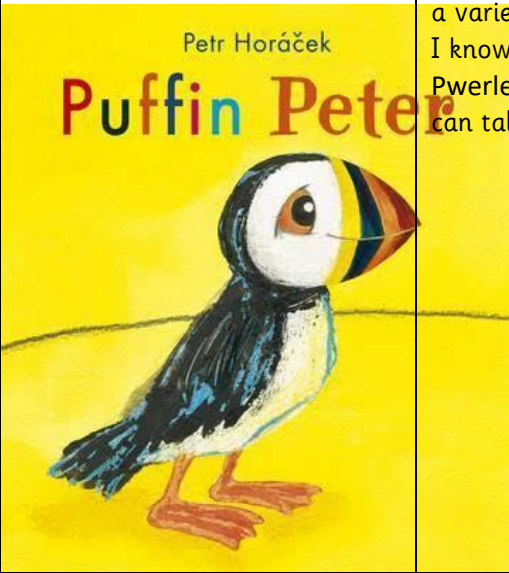
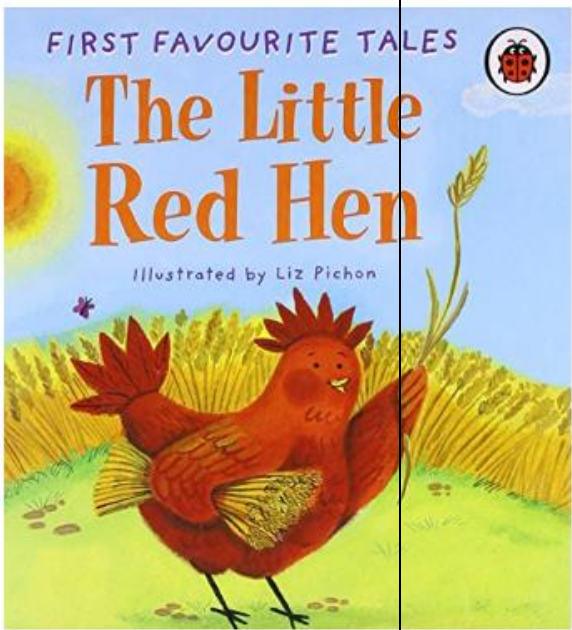
Linden Primary School Medium Term Plan – Reception Spring



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>I can recognise most tricky words taught so far.</p>	<p><u>Alive in 5 (2 weeks)</u></p> <ul style="list-style-type: none"> • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 <p><u>Mass and Capacity (2 weeks)</u></p> <ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity • Compare capacity <p><u>Growing 6, 7, 8 (2 weeks)</u></p> <ul style="list-style-type: none"> • Find and represent 6, 7 and 8 • Find 1 more and 1 less to 8. • Composition of 6, 7 and 8 	<ul style="list-style-type: none"> • I can describe changes in water as it freezes and melts • I can talk about different religions / cultures; how they are similar and different from my own • I can talk about the past in contrast to the present using pictures, characters, and stories • I can understand the effect of changing seasons on the natural world around me. • I can describe what I see, hear and feel whilst outside. • I can explore the natural world around them. • I can say which animals live in different environments and how they adapt to those environments. 	<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 (Minnie Pwerle-printing) is and can talk about her 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- (Two little dickie bird, Little bird, little birds)</p> <p>I can move rhythmically to music</p> <p>I am beginning to make up my own stories using props and puppets.</p> <ul style="list-style-type: none"> • I can draw / paint / collage/ make models of animal that I've observed or researched found in books

Week	Key text	Substantive Knowledge Development matters link	Phonics sounds:	Writing outcome	Maths Outcome	Cooking activity/ Gardening	Art/ D&T activity	Parental Engagement / Extra Curricular Activity	Extra-Curricular Activity	Assessment/ learning walk	Key questions Key Vocabulary	Trips	Homework
1 6.1.25		<ul style="list-style-type: none"> I can use my observation to draw in more detail. 	<p>S1 W3: ur, ow, oi, ear</p> <p>Tricky word: my, by, all</p>	I like... It is... (duck, owl, robin, woodpecker, thrush, chick, hen,)	Unit 7- W2 Alive in 5	Gardening	Art: Observational Drawings of feathers-peacock, pigeon, etc.				compare words e.g. larger, shorter.	Monday Send letters for Ethel Bakery trip	
2 13.1.25		<ul style="list-style-type: none"> I can talk about the feelings of others and begin to show an understanding of why they might feel that way. 	<p>S1 W4: air, er, bb, rr, gg, dd, pp, tt, ff</p> <p>Tricky word: are, sure, pure</p>	I can ____ (hop, jump, run, stick, paint).	Unit 7- W3 Alive in 5	D&T:	D&T: Make bird houses with parents	Maths Workshop/ Build a birdhouse competition 16.1.25	(Talk about what they like about themselves and others in the class)		strength proud difference unique		
3 20.1.25	 National Bird Watching 24 th January 2025 (School Trip)	<ul style="list-style-type: none"> I can draw / paint / collage/ make models of animal that I've observed or researched found in books I can understand the effect of changing seasons on the natural world around me. I can describe what I see, hear and feel whilst outside. I can explore the natural world around them. 	<p>S1 W5: longer words</p> <p>Tricky word: recap</p>	Can you see a duck? I can see a duck. I can see... I can not see...	Unit 8- W1: Mass and capacity		Art: 3-D Lanterns		National Bird Watching 24 th Jan	Emma Visiting Wednesday 22 nd Jan	journey discover empathy care watch	Watermead Park Bird spotter trip Friday 24 th Jan	

<p>4 27.1.25</p>	 <p>Chinese New Year 29th January 2025</p>			<p>I can pick up a (fish, coin, pen, coat hanger, light bulb, lunchbox)</p>	<p>Unit 8- W2: Mass and capacity</p>	<p>D&T: make a noodle dish</p>			<p>Chinese New Year 29th Jan</p> <p>National Storytelling Week 27th- Jan 4th Feb</p>	<p>Spring 1: LW Assessment</p>	<p>clean celebrate pick twirl</p>		
<p>5 3.2.25</p>		<p>I can create prints using a variety of techniques. I know who (Minnie Pwerle- printing) is and can talk about her style.</p>	<p>S2 W1: ai, ee, igh, oa, ow, oi, ear, oo, oo, ar, or, ur,</p> <p>Tricky word: recap</p>	<p>It is black. It has wings. It has feet. It has a beak. It has a long tail. I live in a nest.</p>	<p>Unit 9- W1: Growing 6, 7, 8</p>	<p>gardenin g</p>	<p>Kapow Art: Creation station</p> <p>Outcome: Making clay birds</p>				<p>find describe heavier lighter pour</p>	<p>National Storyteller visitor for National Storyteller Week</p>	
<p>6 10.2.25</p>			<p>S2 W2: air, er, double letters</p> <p>Tricky word: recap</p>	<p>Will you help me.. Yes no!</p> <p>Instructions for bread rolls</p>	<p>Unit 9- W2: Growing 6, 7, 8</p>	<p>D&T: Bake Bread rolls at school</p>					<p>share group</p>	<p>Go to Evington Bakery-trip</p>	



Linden Primary School Medium Term Plan – Reception Spring



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>I can recognise most tricky words taught so far.</p>	<p><u>Alive in 5 (2 weeks)</u></p> <ul style="list-style-type: none"> • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 <p><u>Mass and Capacity (2 weeks)</u></p> <ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity • Compare capacity <p><u>Growing 6, 7, 8 (2 weeks)</u></p> <ul style="list-style-type: none"> • Find and represent 6, 7 and 8 • Find 1 more and 1 less to 8. • Composition of 6, 7 and 8 	<ul style="list-style-type: none"> • I can describe changes in water as it freezes and melts • I can talk about different religions / cultures; how they are similar and different from my own • I can talk about the past in contrast to the present using pictures, characters, and stories • I can understand the effect of changing seasons on the natural world around me. • I can describe what I see, hear and feel whilst outside. • I can explore the natural world around them. • I can say which animals live in different environments and how they adapt to those environments. 	<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- (Two little dickie bird, Little bird, little birds)</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> <ul style="list-style-type: none"> • I can draw / paint / collage/ make models of animal that I've observed or researched found in books

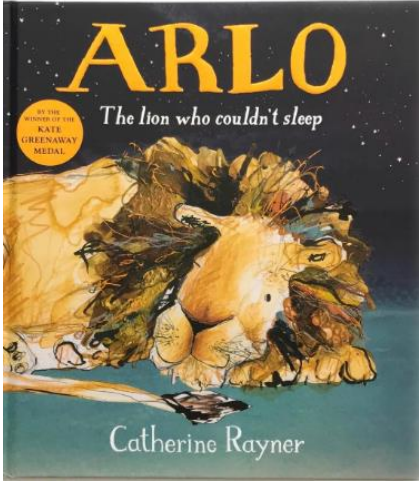
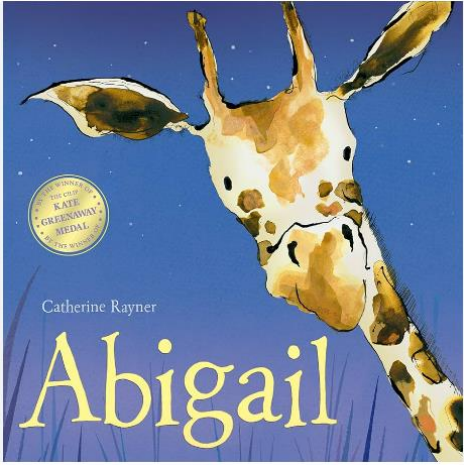


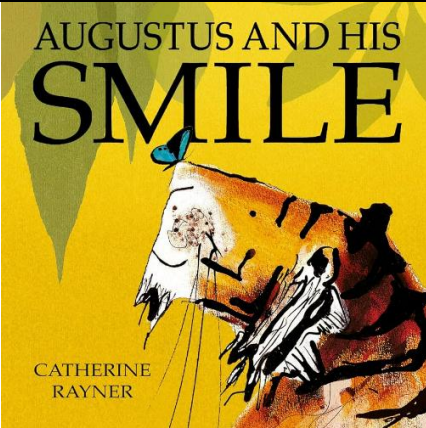
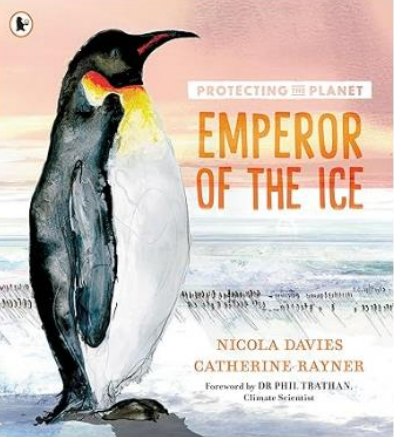
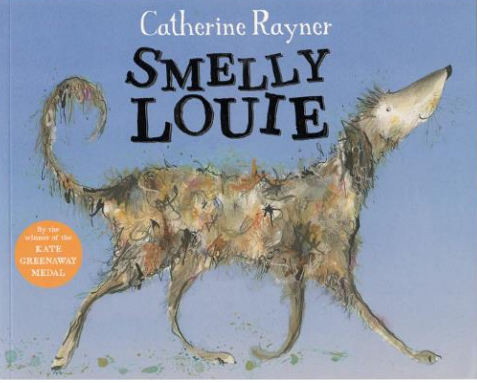
Linden Primary School Medium Term Plan – Reception Spring

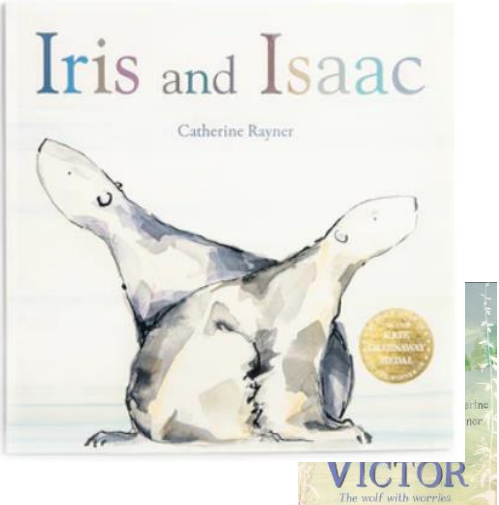


Reception Spring 2 – Disciplinary Knowledge

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"> I can retell known stories in greater detail, without support. I can explain and express opinions using new words I've learnt. I can tell my own stories including increasing detail. 	<ul style="list-style-type: none"> I can talk about my feelings in detail. I can complete challenges I have set for myself and set by an adult. I can continue an activity with sustained concentration. I can adapt and refine my thinking and actions when I encounter a problem in my play. I can follow more complex instructions given to me by my teacher. I can understand how a character might be feeling and explain why. 	<ul style="list-style-type: none"> I can use a template to draw around and cut out independently. I can use scissors out internal shapes. I can use scissors to cut a variety of materials (wool, fabric, tinfoil, tissue, sometimes with support. I can form identifiable letters independently, on a line, with growing proportion. I can throw and catch with a partner. I can kick a ball and receive it with a partner. I can balance a beanbag on my head. 	<ul style="list-style-type: none"> I can read all the first 44 letter sound correspondences (Phase 3) I can read all Phase 3 tricky words I can spell Phase 2 tricky words, following a model where necessary. I can read and spell cvc words containing Phase 3 digraphs I can read phase 3 set 1 books I can write simple sentences containing any Phase 3 digraphs (when guided) 	<p><u>Growing 6, 7, 8 (2 weeks)</u></p> <ul style="list-style-type: none"> Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising <p><u>Length, Height and Time (1 week)</u></p> <ul style="list-style-type: none"> Explore length Compare length Explore height Compare height Talk about time Order and sequence time <p><u>Building 9 and 10 (2 weeks)</u></p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more <p><u>To 20 and beyond (2 weeks)</u></p> <ul style="list-style-type: none"> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns 	<ul style="list-style-type: none"> I can comment on images of familiar situations in the past. I can talk about the seasons and how these change the environment throughout the year-Spring. I can say which animals live in different environments and how they adapt to those environments. I can describe changes in chocolate as it melts. I can talk about different religions / cultures; how they are similar and different from my own 	<ul style="list-style-type: none"> I know where different materials come from. I can mix materials to create different textures. I know who (add crafts person) is and can talk about his style. I can explain my creative choices. I can perform by singing and dancing I make up my own stories with props and puppets, using language which has been influenced by reading I know who (add illustrator) is and can talk about her illustration style

Week	Key text (Author Study)	Substantive Knowledge Development matters link	Phonics sounds	Writing outcome	Maths Outcome	Cooking activity/ Gardening	Art/ D&T activity	Parental Engagement/ Extra Curricular Activity	Extra-Curricular Activity	Assessment/ Learning Walk	Key questions Key Vocabulary	Trips	Homework
1 24.2.25		<ul style="list-style-type: none"> I know who (add illustrator) is and can talk about her illustration style. I can understand how a character might be feeling and explain why. 	S2 W3: words with 1 or more diagraphs/ trigraphs Tricky word: recap		Unit 9- W3: Growing 6, 7, 8	Gardening			Order Ducks in to see them change and grow.				
2 3.3.25	 counting	<ul style="list-style-type: none"> I can talk about my feelings in detail. 	S2 W4: longer words, words with ing, compound words Tricky word: recap	I love to.... It has.. I like my pancake with...	Unit 9- W4: Growing 6, 7, 8 and time)	D&T: Make pancakes		Parents evening	Pancake day (4 th March) World Book Day (6 th March)	Emma Visiting Tuesday 4 th March	love	Give letter out to parents about Ethel Bakery trip.	

<p>3 10.3.25</p>		<ul style="list-style-type: none"> I know who (add illustrator) is and can talk about her illustration style 	<p>S2 W5: Longer words, plurals-s and es.</p> <p>Tricky word: recap</p>	<p>What am I? It has.. I have.. It is.. The.. is and</p>	<p>Unit 10- W1: Length and height and time</p>	<p>Gardening</p>			<p>Holi (Colour festival) Friday 14th March)</p>				
<p>4 17.3.25</p>		<ul style="list-style-type: none"> I know who (add illustrator) is and can talk about her illustration style 		<p>We need to put rubbish in the bin.</p> <p>Provision: Is this bag rubbish? Yes or no (make it a game)</p>	<p>Unit 11- W1: Building 9 and 10</p>		<p>Art: Making sea creatures using recycling parts</p>		<p>Climate change/ recycling</p> <p>Litter picking- to show caring of the environment</p> <p>Understanding- change of state- ice</p>	<p>Spring 2 LW Assessments</p>			
<p>5 24.3.25</p>			<p>Sum1 W1: Phase 4</p> <p>Tricky word: said, so, have, like</p>	<p>I need to brush my teeth. I need to have a bath or shower. I need to eat healthy food.</p>	<p>Unit 11- W1: Building 9 and 10</p>	<p>Gardening</p>	<p>Mother's day cards</p>		<p>Hygiene Eid 30th or 31st March.</p>	<p>(Bring in a dog to wash)- Charlotte</p>	<p>clean Dirty</p>		

<p>6 31.3.25</p>		<ul style="list-style-type: none"> I can talk about my feelings in detail. I can understand how a character might be feeling and explain why. 	<p>Sum1 W2: Phase 4</p> <p>Tricky word: some, come, love, do</p>	<p>My friend is... I like ...</p>	<p>Unit 12: To 20 and beyond (Step 1, 2 and 3)</p>		<p>friendship bracelets</p>		<p>friendship and communication Dealing with conflicts</p>				
<p>7 7.4.25</p>	<p>Easter</p>	<ul style="list-style-type: none"> I can describe changes in chocolate as it melts. 	<p>Sum1 W3: Phase 4</p> <p>Tricky word: were, here, little, says</p>		<p>Unit 12: To 20 and beyond (Step 4, 5 and 6)</p>	<p>D&T: Chocolate nests-melting</p>			<p>Vaisakhi (14th April) Easter 20th April</p>			<p>Visit the Church to learn about Easter) 10th April</p>	



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 understand how a character might be feeling and explain why.</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 use scissors out internal shapes.</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 phase 3 set 1 books</p> <p>I can write simple sentences containing any Phase 3 digraphs (when guided)</p>	<p>Growing 6, 7, 8 (2 weeks)</p> <ul style="list-style-type: none"> • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising <p>Length, Height and Time (1 week)</p> <ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time <p>Building 9 and 10 (2 weeks)</p> <ul style="list-style-type: none"> • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more <p>To 20 and beyond (2 weeks)</p> <ul style="list-style-type: none"> • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns 	<ul style="list-style-type: none"> • I can comment on images of familiar situations in the past. • I can talk about the seasons and how these change the environment throughout the year- Spring. • I can say which animals live in different environments and how they adapt to those environments. • I can describe changes in chocolate as it melts. • I can talk about different religions / cultures; how they are similar and different from my own 	<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> <p>I can make observational drawings of plants I have.</p> <ul style="list-style-type: none"> • I know who (add illustrator) is and can talk about her illustration style