

Medium Term Plan- All Areas

Reception

Spring Term 1

January 2026

Intent

Vocabulary

Implementation

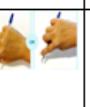
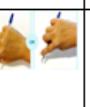
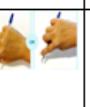
PD

Development Matters (2021) Guidance

Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

Throwing, catching, kicking, passing, batting, aiming, confidently, precisely, accurately, ball, racket, hands, face, eyes.

P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.

General yearly Physical Development progression	<ul style="list-style-type: none"> Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. Children will develop their fine motor skills to use a range of tools safely and confidently. Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. Children will develop a good posture when sitting at a table (classroom and dinner times) Develop a good pencil grip ready for Year 1 writing expectations. 																																							
Fine Motor development	<h3>Gross Motor Development</h3> <h3>On-going Assessment of Development of Fine Motor- Pencil Grip and Control (See separate Document)</h3>																																							
<p>Developing an effective pencil grip.</p> <p>Developing skill when using tools including scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control.</p> <p>Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Continue to develop overall body strength, balance and coordination.</p> <p>Developing in ability when dancing to music.</p> <p>Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy.</p> <p>P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.</p> <p>Fine Motor – Pencil Grip and Control Development</p> <table border="1" data-bbox="945 716 2091 1394"> <thead> <tr> <th>FISTED GRIP</th> <th>DIGITAL GRIP</th> <th>HIGH INDEX FINGER GRIP</th> <th>HOOKED WRIST OR EXTENDED WRIST</th> <th>CROSS THUMB</th> <th>THUMB TUCK</th> <th>JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION</th> <th>INDEX FINGER IN HYPER EXTENDED POSITION</th> <th>THUMB IN HYPER EXTENDED POSITION</th> <th>LATERAL TRIPOD</th> <th>DYNAMIC TRIPOD</th> </tr> </thead> <tbody> <tr> <td>1-2 YEARS</td> <td>2-3 YEARS</td> <td>3-4 YEARS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>6-7 YEARS</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><p>Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.</p></td> <td><p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.</p></td> <td><p>Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.</p></td> <td><p>Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.</p></td> <td><p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p></td> <td><p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.</p></td> </tr> </tbody> </table>	FISTED GRIP	DIGITAL GRIP	HIGH INDEX FINGER GRIP	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	LATERAL TRIPOD	DYNAMIC TRIPOD	1-2 YEARS	2-3 YEARS	3-4 YEARS								6-7 YEARS												<p>Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.</p>	<p>Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>	<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.</p>
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Medium Term Plan		Reception	Spring Term 1	
		Intent	Vocabulary	Implementation
C+ L				
Listening	Attention	Responding	Understanding	Speaking
<p>Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.</p> <p>Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent.</p> <p>Carpet, sitting, listening, joining in, hand up, group, quiet, quietly.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends.</p> <p>Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions, predict, pretend.</p> <p>Asking and encouraging children to answer questions about texts – making predictions, Children conversing and responding during play – modelled to them by adults.</p>	<p>Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.</p> <p>Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.</p> <p>Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.</p>	<p>Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.</p> <p>Pretend this is, ran, fell, why, because, I think, this morning, last night.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.</p>

Medium Term Plan	Reception	Spring Term 1
Intent	Vocabulary	Implementation
Maths		
Number and Numerical Patterns		Shape, Space and Measure
<p>Alive in 5: Introduce zero</p> <ul style="list-style-type: none"> -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 <p>Continue: 1, 2, 3, 4, 5 -1 more, 1 less -Composition of 1 – 5</p> <p>Read, write + represent numbers to 5, extend to 10</p>	<p>Mass and Capacity</p> <ul style="list-style-type: none"> Compare mass -Find a balance -Explore capacity -Compare capacity <p>Review 2d shapes- names, sides</p> <p>Continue: Talk about Measures and Patterns: Compare size, mass and capacity</p> <ul style="list-style-type: none"> -Explore simple patterns -Copy and continue simple patterns -Create simple patterns 	

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EAD						
Creative with materials		Being imaginative and expressive				
ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.		ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.				
Development of Imagination and Roleplay						
Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves.						
Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending.						
Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.						
Development of Children's Mark Making and Drawing	Development of use of Colour	Development of the use of Paint	Development of Printing	Development of the use of Textiles and Materials	Development of modelling and 3D work	Development of Cutting skills
(Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. Emotion, feeling, detail, features, circles, shapes, lines, colour Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.	(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating. Wash background, water colour, water, paint, light, dark, bold, faint, Joan Miro, combine, mix. Modelling making a wash background, discussing use of colour and shape and light and dark colours	(Experience) Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand. Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour, sand, glitter. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling in provision.	(Skill) Children exploring printing tools – both natural and man made e.g. leaves and ear buds. Print, paint, choice, smudge, clear print, objects, leaves, pine cones, flowers. Printing materials explored together as a class and on offer in provision. Exploration of natural materials – bring in from outside to print.	(Knowledge) Exploring different types of materials and what their properties and uses are. Materials, textures, clothing, winter, warm, thick, soft, insulate, hot, cold, wool, cotton. Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors	(Skill) Children making models and creations for their own pleasure and for events and celebrations. Celebrate, bunting, paper chains, joins, glue, paper, card. Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations.	(Skill) Children building confidence and skill in using scissors. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.

Medium Term Plan		Reception	Spring Term 1		
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		Implementation			
UTW					
Development of Past and Present		Development of People, Culture + Communities			
Characteristics of effective teaching and learning <small>*To be developed through the agreed school R.E Syllabus*</small>	<p>The EYFS statutory framework (2021) outlines in planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.</p> <p>Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 				
R.E – Religious Education <small>*To be developed through the agreed school R.E Syllabus*</small>	<p>Throughout the year the children will work through the agreed school syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education', links to the EYFS curriculum through PSED AND UTW.</p> <p>Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different</p> <p>Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.</p> <p>Making comparisons and learning about- Belonging, Harvest, Diwali, Eid, Chinese New Year, Christmas, Easter, other world celebrations.</p>				
Development of Chronology		Development of Enquiry	Development of the understanding of 'Respect'	Development of Mapping skills	Development of Scientific skills and Knowledge
Children visually represent their own day on a simple timeline. Timeline, day, week, first, last, them, next, days of the week – names. Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.	Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons. Technology, search, internet, Antarctica, desert, changes, water, ice, seasons. Adults modelling using technology. Children having access to the technology to find information.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. Questions, why, country, community, where I live, story, visitor, celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.	Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live. Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape. Modelling how to use a bee-bot and positional language. Adults setting up a small world track for children to use the Bee-bots with. Looking at maps of the local area and maps of Antarctica.	Links to British Values and SCV	Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them. Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival. Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on the environment they are in.

Medium Term Plan			Reception	Spring Term 1			
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LITERACY					PSHE		
Reading Comprehension	Word Reading Development	Phonics Development	Emergent Writing Development / Mark Making	Handwriting Development	Self- Regulation	Managing Self	Building Relationships
<p>Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction. Text, pictures, what, why, how, when, where, like, dislike, rhyme, play. Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about</p>	<p>Continue to read individual graphemes (letters sounds). Blend simple sounds into VC or CVC words. Children read a few common exception words matched to the school's phonic programme. Letters, phonemes, read, sounds, tricky words. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds</p>	<p>SET 1 Continue daily streamed RWI sessions (40 mins) Consolidate Set 1 sounds. Recognise digraphs -sh ch nk ng qu + ck zz ff, ll, ss. Know tricky words - the, to, and, no, go, I. Blend and segment known sounds for reading and spelling VC, CVC, CVCC. Grapheme, phoneme, blend, sound, say, segment, read, friendly sounds. During phonics, literacy and reading time children to match the graphemes to the phonemes, words</p>	<p>Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words. Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end. Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready.</p>	<p>Children are beginning to show a dominant hand. Children begin to form more recognisable letters – although they may not 'start' in the correct place. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page. Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book.</p>	<p>Development of managing feelings (SR) Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming prouder of themselves for achieving things such as pupil of the week. Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad. Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made.</p>	<p>Development of Self-awareness, keeping healthy (MS) Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements. Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow. Children given time to talk to adults or as a 'show and tell' to explain their achievements. Children discussing the rules and knowing right from wrong.</p>	<p>Development of social Skills (BR): Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to Talk, friends, friend names, play, classroom area names. Children provided with lots of opportunities to play with others and make friends with other children.</p>
					<p>Development of managing behavior (SR)</p>	<p>Development of Independence (Managing Self)</p>	<p>Development of Communication (Building Relationships) Children looking</p>

<p>phrases used, ask children to vote for stories or say if they liked or disliked a story.</p>	<p>together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>given to children to read with VC, CVC and CVCC during reading and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.</p>		<p>Children know and follow the behavioural expectations of the school.</p> <p>Rules, following, behaviour (language related to the behaviours policy)</p> <p>Behaviour expectations are consistently shared with the class.</p>	<p>after themselves at school (personal and hygiene needs). Children develop resilience and perseverance independently.</p> <p>Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening. Children being asked to independently dress themselves. Children given challenges in class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.</p>	<p>Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication.</p> <p>Teacher, peer, friends, class, nicely, turn taking, having a go.</p>
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