



# Lockwood Primary School

## Medium term plan - Reception 2019 2020



Do you want to be friends?

Physical education



What happens when I fall asleep?

Understanding the world



Why do squirrels hide their nuts?

Understanding the world



Who lives in a rock pool?

Understanding the world



Why do ladybirds have spots?

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Will you read me a story?

Literacy

### Suggested text

Memorable experience

Children to bring their favourite teddy bear to school for the day! Children to look after it and show teddy how to be a good friend.  
Update for 2020

Pyjama day! Children come to school dressed in their pjs exploring bedtime routines. At the end of the day, parents/ carers are welcome to join

Woodland visit - Walk 'along the line' behind our school looking for signs of autumn and animals that may be preparing for the season.

Seashore visit OR Have a bag full of shells, seaweed, seaside animals (e.g. dried crabs). Can we create our own rockpool here at school?

Minibeast safari - minibeast hunt in the school grounds - how many minibeasts can we find in our school garden/ outdoor area?

Fairy tales



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intake - bring in a photo of family to talk about.

children for hot chocolate and to read some bedtime stories.

Innovate challenge

What does friendship look like? Jelly baby activity.

Constellation creators - working cooperatively can you make a constellations? Now join them together and add tea lights to create our own night sky.

Squirrel's winter outdoor cafe. Make bird feeders to hang on the trees.

Rock pool in a bottle!

TRIP - butterfly world

Jelly bean beanstalks - plant a jelly bean and see what they will grow into!

Communication and language development

Listening and attention;  
Understanding;  
Speaking  
-Developing listening to stories.  
- Developing

Listening and attention;  
Understanding;  
Speaking - listen to stories with increasing attention and

Listening and attention;  
Understanding;  
Speaking - Two-channelled attention – can listen and do for

Listening and attention;  
Understanding;  
Speaking -Listen attentively in a range of situations.

Listening and attention;  
Understanding;  
Speaking -Joins in with repeated refrains and anticipates key

Listening and attention;  
Understanding;  
Speaking  
-Respond to what they hear with relevant actions.



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talking in front of a group of children - Understanding a simple instruction.

recall. - joins in with repeated rhymes and refrains - Begin to understand "how" and "why" questions - Can organise thinking in a sequence - Builds vocabulary (nocturnal animals, space)

short span. (listen to stories) - Maintains attention, concentrates and sits quietly during appropriate activity. (finding out what squirrels do in the autumn) - Listens and responds to ideas expressed by others in conversation or discussion. (discussing hedgehogs in winter) -Answer 'why' questions about their experiences and in response to

-Answer 'how' and 'why' questions about their experiences and in response to stories. - (if go to the beach) - recount experiences and use past tense -Develop their own explanations by connecting ideas or events. (deciding which animals will go in a rockpool)

events and phrases in rhymes and stories. (what the ladybird heard) -Listens and responds to ideas expressed by others in conversation or discussion. (why do ladybirds have spots) -Follow instructions involving several ideas or actions. -Develop their own explanations by connecting ideas or events. (look at minibeasts)

(listening to lots of fairy tales) -Listen attentively with sustained concentration to follow a story without pictures or props.(fairy tale formula) -Responds to instructions involving a two-part sequence. (making porridge) -Links statements and sticks to a main theme or intention. (When I'm King ...) -Express themselves effectively. (characters and



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events.(squirrels busy day) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (sorting woodland and non woodland animals)

hot seating)  
-Develop their own narrative by connecting ideas or events. (Once upon a time ...)

English

Reading; Writing -  
Reading - RWI -  
writing names -  
Writing labels -  
CVC - using  
phonics to write  
simple words  
-Listens to stories  
with increasing  
attention and  
recall. -Uses  
vocabulary and

Reading; Writing -  
fact file - Owls and  
the moon - writing  
simple sentences -  
Reading RWI  
-Enjoys an  
increasing range of  
books. (fiction and  
non fiction)  
-Demonstrate  
understanding  
when talking with

Reading; Writing -  
instructions (soup)  
- RWI -Begins to  
read words and  
simple sentences.  
-Understand  
simple sentences.  
-Children use their  
phonic knowledge  
to write words in  
ways which match  
their spoken

Reading; Writing  
RWI Poetry,  
writing postcards  
Continues a  
rhyming string.  
Knows that  
information can be  
retrieved from  
books and  
computers.  
Attempts to write  
short sentences in

Reading; Writing  
RWI nonfiction  
focus -Uses  
vocabulary and  
forms of speech  
that are  
increasingly  
influenced by their  
experiences of  
books. (Bad  
tempered ladybird)  
-Knows that

Reading; Writing  
RWI Stories -  
fiction -Uses  
vocabulary and  
forms of speech  
that are  
increasingly  
influenced by their  
experiences of  
books. -Attempts  
to write short  
sentences in



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forms of speech that are increasingly influenced by their experiences of books. (encouraging talking about what they have been read) -Sometimes gives meaning to marks as they draw and paint. -Attempts to write short sentences in meaningful contexts.(labels)

others about what they have read. -Gives meaning to marks they make as they draw, write and paint. -Write simple sentences which can be read.

sounds.

meaningful contexts. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

information can be retrieved from books and computers. (make own non fiction book) -Demonstrate understanding when talking with others about what they have read. -Write simple sentences which can be read.

meaningful contexts. -Write simple sentences which can be read. (alternative endings to a familiar tale) -Writes own name and other things such as labels, captions. - Use key features of narrative in their own writing (story maps)

Physical development

Moving and handling; Health and self-care - Developing fine

Moving and handling; Health and self-care - experiments with

Moving and handling; Health and self-care -Experiments with

Moving and handling -Handles tools, objects, construction and

Moving and handling Handles tools, objects, construction and

Moving and handling Moves freely and with pleasure and





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motor skills - talking about what is healthy - Increasing control when using a ball (rolling throwing etc) - negotiating space in hall

different ways of moving  
-Understands importance of sleep to keep healthy -controls equipment more effectively - e.g. pencil and ball

different ways of moving. (moving like animals)  
-Handles tools, objects, construction and malleable materials safely and with increasing control. (helps prepare a soup) -Can manage washing and drying hands.

malleable materials safely and with increasing control. (build sandcastles)  
-Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. -Uses simple tools to effect changes to materials.

malleable materials safely and with increasing control. (spiders web)

confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Begins to form recognisable letters. Handle equipment and tools effectively. (fairy dust)

## Computing

Personal, social and emotional development

Self-confidence and self-awareness;  
Managing feelings and behaviour;

Self-confidence and self-awareness;  
Managing feelings and behaviour;

Managing feelings and behaviour;  
Making relationships - work as part of a

Self-confidence and self-awareness;  
Managing feelings and behaviour;

Self-confidence and self-awareness;  
Managing feelings and behaviour;

Managing feelings and behaviour;  
Making relationships  
Aware of own



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Literacy

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Making relationships -  
Playing games -  
sharing and taking turns - talk about feelings and say how they feel.

Making relationships -  
enjoys a bit of responsibility -  
understands how other feel and how they can help

group -shows friendly behaviour towards others  
-Initiates conversations, attends to and takes account of what others say.

Making relationships  
-Confident to speak to others about own needs, wants, interests and opinions.  
-Initiates conversations, attends to and takes account of what others say.  
play cooperatively (seaside shop)

Making relationships  
-Confident to speak to others about own needs, wants, interests and opinions.  
trying new things  
-Beginning to be able to negotiate and solve problems without aggression. (the greedy bee)

feelings, and knows that some actions and words can hurt others' feelings.  
Understands that own actions affect other people. (Goodies and Baddies in stories)  
-Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  
-Understand and follow rules. (circle games)

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Literacy

Art and design

Design and technology

History

Mathematics

Numbers; Shape, space and measures  
Recognises numerals 1-5;  
Counts up to three or four objects by saying one number name for each item; Counts objects or actions that cannot be moved; Records, using marks they

Numbers; Shape, space and measures  
Counts objects to 10; Counts out objects from a larger group; Finds the total number of items in two groups by counting all of them; Finds one more or one less from a group of

Numbers; Shape, space and measures  
Selects the correct numeral to represent numbers to 10; Finds the total number of items in two groups by counting all of them; Begins to use vocabulary involved in adding

Numbers; Shape, space and measures  
Number ELG: Chn solve problems, including doubling, halving and sharing. Shape, Space and Measure ELG: Children use everyday language to talk about size, weight, capacity,

Numbers; Shape, space and measures  
Shape, Space and Measure 40-60m: Uses familiar objects and common shapes to create and recreate patterns and build models. Shape, Space and Measure ELG: Chn recognise, create

Numbers; Shape, space and measures  
Number 40-60m: Records, using marks that they can interpret and explain; Begins to identify own mathematical problems based on own interests and fascinations  
Shape, Space and Measure 40-60m:





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Literacy

can interpret and explain; Finds the total number of items in two groups by counting all of them; In practical activities and discussion, beginning to use vocabulary involved in adding and subtracting. Shape, Space and Measure 40-60m: Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes; Selects a particular named shape; Uses familiar objects and common shapes to create patterns and build models.

objects. Shape, Space and Measure 40-60m: Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes; Selects a particular named shape; Uses familiar objects and common shapes to create patterns and build models.

and subtracting; Records, using marks they can interpret and explain. ELG: To solve problems including sharing. : Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Shape, Space and Measure 40-60m: To order two or three items by length or height. Beginning to use everyday language related to money

distance, time and money to compare quantities and objects and to solve problems. Number ELG: Children count reliably with numbers from one to 20 and place them in order.

and describe patterns. Number ELG: Using quantities and objects, chn add and subtract two single-digit numbers and count on or back to find the answer.

Orders two items by weight; ELG: Chn use everyday language to talk about weight, and to compare quantities and objects



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## Music

Understanding the world

People and communities; The world; Technology - aware of people who help us at home, school and in community (jobs) - talks about own experiences in family. - takes a photo using iPad

People and communities; The world; Technology - talks about different animals and how they adapt in winter/ autumn - looks at similarities and differences, patterns and change -Enjoys joining in with family customs and routines. (bedtimes)

The world; Technology -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Looks closely at similarities, differences, patterns and change.(what happens to food over time) (looking at differences between animals)

The world; Technology Make observations about animals. (seashore animals) Looks closely at similarities, differences, patterns and change. (shells)

The world; Technology Make observations about animals. (what minibeasts eat, what they look like)

The world Make observations about plants. (beanstalks) Explain why things happen.(gingerbread man experiment)

Personal, social and health



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## education

### Expressive arts and design

Exploring and using media and materials; Being imaginative - uses instruments to respond to music - explores using different equipment in the art area - explores mixing colours

Exploring and using media and materials; Being imaginative  
-Creates simple representations of events, people and objects.(Hubble space craft)  
-Understands that different media can be combined to create new effects. (making own stars)

Exploring and using media and materials; Being imaginative  
Manipulates materials to achieve a planned effect. (using woodland materials for art work e.g. leaves) (make clay hedgehogs)

Exploring and using media and materials; Being imaginative  
Experiments to create different textures. (sea shells) Selects appropriate resources and adapts work where necessary. (decorate shells)  
Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and

Exploring and using media and materials; Being imaginative  
-Manipulates materials to achieve a planned effect. (finger puppets) -Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (flight of the bumblebee)

Exploring and using media and materials; Being imaginative  
Develop their own ideas through selecting and using materials and working on processes that interest them. (3 little pigs house)  
Manipulates materials to achieve a planned effect. (design own sweet for Hansel and Gretel's house)  
Creates simple representations of



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experiences.(sounds of the seashore

events, people and objects. (make crowns)

Science

Space - moon and stars

Autumn and how animals prepare for winter

Habitats

Habitats

Gingerbread floating experiment. Plants - plant a beanstalk

Physical education

Linked investigations (LTI)