

# Reception Medium Term Plan-Spring 1 - Power of Imagination

PD Day Monday 5th Tuesday 6<sup>th</sup> January 2026- Friday 13<sup>th</sup> February 2026

|  | Week 1   | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
|--|--|---|---|---|---|---|--------------|--|--------|-------------|--------------|--------|--------------|-----------|--------|--|---------------|--------|--------------|--|--|--|--|--|
| <b>PSHE<br/>1 Decision</b><br><br><b>PSED</b>            | <b>Understanding emotions</b><br><br>Purple watches the News<br>Purple is Poorly   | <b>Understanding that it is OK to ask for help</b><br><br>Orange feels worried<br>Red Needs The Toilet  | <b>Develop Strategies for Managing Feelings</b><br><br>Blue Gets Lost<br><br>Show resilience and perseverance in the face of challenge<br>Express their feelings and consider the feelings of others<br>Identify and moderate their own feelings socially and emotionally | <b>Understanding the risks and how to stay safe when using technology</b><br><br>Pinks Screen Time<br><br>Know and talk about the different factors that support their overall health and wellbeing | <b>Understanding the risks and how to stay safe when using technology</b><br><br>Pinks Screen Time<br><br>Know and talk about the different factors that support their overall health and wellbeing | <b>Understanding the risks and how to stay safe when using technology</b><br><br>Pinks Screen Time<br><br>Know and talk about the different factors that support their overall health and wellbeing |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
|  | Express their feelings and consider the feelings of others<br>Identify and moderate their own feelings socially and emotionally  | Manage their own needs<br>Know and talk about the different factors that support their overall health and wellbeing<br>Show resilience and perseverance in the face of challenge. |   |   |   |   |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
| <b>Literacy</b><br><br><b>Communication and Language</b> | <b>The Magic Paintbrush</b><br>I can share my ideas and listen to my friend's ideas<br><br>I can say what I think a character might do   | <b>The Magic Paintbrush</b><br>Escribe events in some details<br>Listen to and talk about stories to build familiarity and understanding.   | <b>The Magic Paintbrush</b><br>I can talk about how people around the world might celebrate   | <b>The Magic Paintbrush</b><br>I can talk about a story and put pictures in order   | <b>The Magic Paintbrush</b><br>Retell the story, once they have developed a deep familiarity with a text, some as exact repetition and some in their own words.                                     | <b>The Magic Paintbrush</b><br>I can talk about ideas for my own story  |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
| <b>Reading</b>   | I can use phonics to read words<br>I can read some common exception words  | Blend sounds into words so they can read short words made up of known letter sound correspondences  | I can use phonics to read and write words   |   | I can read and say others' initials   | I can write sentences for my friends to read  |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
| <b>Writing</b>   | To spell words by identifying the sound and then writing the sound with letter/letters   | To spell words by identifying the sound and then writing the sound with letter/letters  | I can use phonics to read and write words<br><br>To spell words by identifying the sound and then writing the sound with letter/letters   | I can use conjunctions to join ideas<br><br>I can write a capital letter for the first letter in my name<br><br>I can use phonics to spell  | I can use phonics to spell<br><br>I can write simple sentences  | I can write my own story<br><br>I can use phonics to spell<br><br>I can write sentences for my friends to read  |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
| <b>Phonics including Big Cat phonics guided reading</b>  | <table border="1"> <thead> <tr> <th></th> <th>Phase 3 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>ai ee igh oa</td> <td></td> </tr> <tr> <td>Week 2</td> <td>oo oo ar or</td> <td>was you they</td> </tr> <tr> <td>Week 3</td> <td>ur ow oi ear</td> <td>my by all</td> </tr> <tr> <td>Week 4</td> <td>air er<br/>words with double letters: dd mm tt bb rr gg pp ff</td> <td>are sure pure</td> </tr> <tr> <td>Week 5</td> <td>longer words</td> <td></td> </tr> </tbody> </table> |   |   | Phase 3 graphemes   | New tricky words  | Week 1  | ai ee igh oa |  | Week 2 | oo oo ar or | was you they | Week 3 | ur ow oi ear | my by all | Week 4 | air er<br>words with double letters: dd mm tt bb rr gg pp ff | are sure pure | Week 5 | longer words |  |  |  |  |  |
|  | Phase 3 graphemes  | New tricky words  |   |   |   |   |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
| Week 1   | ai ee igh oa   |   |   |   |   |   |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
| Week 2   | oo oo ar or  | was you they  |   |   |   |   |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
| Week 3   | ur ow oi ear   | my by all   |   |   |   |   |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
| Week 4   | air er<br>words with double letters: dd mm tt bb rr gg pp ff   | are sure pure   |   |   |   |   |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
| Week 5   | longer words   |   |   |   |   |   |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |
| <b>Maths</b><br><br><b>White Rose Maths</b>              | <b>'Alive in 5'</b><br><br>Introducing 0<br>Find 0-5   | <b>'Alive in 5'</b><br><br>Subitise 0-5<br>Represent 0-5<br>Composition<br>Conceptual subitising to 5   | <b>'Mass and Capacity'</b><br><br>Compare mass<br>Find a balance<br>Explore capacity<br>Compare capacity  | <b>'Growing 6, 7, 8'</b><br><br>Find 6, 7 and 8<br>Represent 6, 7 and 8<br>Composition of 6, 7 and 8<br>Make pairs-odd and even   | <b>'Growing 6, 7, 8'</b><br><br>Double to 8 (find a double)<br>Double to 8 (make a double)<br>Combine 2 groups<br>Conceptual subitising   | <b>'Length height and time'</b><br><br>Explore length and compare length<br>Explore height and compare height<br>Talk about time<br>Order and sequence  |              |  |        |             |              |        |              |           |        |  |               |        |              |  |  |  |  |  |

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| <b>Expressive Arts and Design</b><br><b>Role play</b>   | <b>Role play – Fancy dress</b><br>Develop story lines in their pretend play<br>Return to and build upon their previous learning, refining ideas and developing their ability to represent them<br>Create collaboratively, sharing ideas, resources and skills |   |   |   |   |   |
| <b>Using media</b>  | Creating – Paintbrush skills (Creating their own paintbrushes using different textiles)   | Creating – Paintbrush skills (Strokes)  | Creating – Clay (Creating monsters)   | Creating – Scissor skills (Mask making)   | Creating – Scissor skills (different materials/textiles)  | Creating – Textiles costume making  |
| Explore, use and refine a variety of artistic effects to express their ideas and feelings<br>Return to and build upon their previous learning, refining ideas and developing their ability to represent them<br>Create collaboratively, sharing ideas, resources and skills |   |   |   |   |   |   |
| <b>Music</b><br><b>Charanga</b><br><b>‘Everyone’</b>  | Explore rhythms<br>Explore high and low<br>Create your own sounds<br>Learn to sing nursery rhymes   |   |   |   |   |   |
| <b>Understanding the World</b>  | <b>Cold waves</b><br>Explore the natural world around them<br>Recognise some environments that are different to the one in which they live  | <b>Volcanoes</b><br>Explore the natural world around them<br>Recognise some environments that are different to the one in which they live | <b>Wind</b><br>Explore the natural world around them<br>Describe what they hear, feel and see outside<br>Recognise some environments that are different to the one in which they live | <b>Coastal weather</b><br>Recognise some differences between life in this country and life in other countries | <b>Thunderstorms</b><br>Compare and contrast characters from stories and figures from the past<br>Comment on images of familiar situations, including figures from the past | <b>Global warming</b><br>Compare and contrast characters from stories and figures from the past<br>Recognise that people have different beliefs and celebrate special times in different ways     |
| <b>RE</b><br><b>How can we help others when they need it?</b>   | I can talk about something interesting in a story where someone needed help   | I can talk about someone who is special because they help me when I need help   | I can recognise the important Christian parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem  | I can talk about things that happened when I needed help, or how I helped someone                             | I can talk about something interesting in a story where someone needed help   | I can talk about someone who is special because they help me when I need help   |
| <b>Gross motor skills</b>   | Squeeze your muscles to keep you tense  | Bend your knees to help you stop<br>Take big steps to run and small steps to stop   | Bend your knee and push off in the opposite direction<br>Turn your body to face a new direction<br>Use small steps to help you change direction                                       | Bend your knees to jump and land<br>Look straight ahead and keep your chest up                                | Bend your knees when landing<br>Keep your head up<br>Squeeze your muscles to balance  | Bend your knees to take off and land when jumping<br>Crawl using hands and feet<br>March with high knees<br>Slide using different parts of your body<br>Use the pattern; step jump step to gallop |
| <b>PE</b><br><b>Get set 4 PE</b><br><b>gymnastics</b><br><b>Unit 1</b>  | To sit up tall in a tuck shape<br>Squeeze your muscles to help keep your shape<br>Straighten arms and legs when holding straight and star shapes  | Squeeze your muscles to help keep your shape<br>Straighten arms and legs when holding straight and star shapes                            | Squeeze your muscles to help you stay balanced  | Bend your knees when you land<br>Chest up   | Squeeze your muscles to help you keep your shape<br>Stay in your shape during your role   | Travel over around and along apparatus<br>Use role balances jumps and shapes  |

|                          |  |                                  |   |                                    |                                    |                                  |
|--------------------------|--|----------------------------------|---|------------------------------------|------------------------------------|----------------------------------|
| <b>Fine motor skills</b> | Paintbrush skills<br>(creating different paintbrushes)   | Pipettes<br>(Creating volcanoes) | Playdough<br>(Creating salt dough monsters) | Scissor Skills<br>(Creating masks) | Rubber bands<br>(Tie dye costumes) | Threading<br>(Creating costumes) |
|                          | Develop their small motor skills so that they can use a range of tools competently, safely and confidently |                                  |   |                                    |                                    |                                  |