



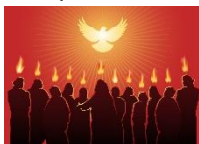
St Joseph's Catholic Primary School

Reception's Medium-Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Who am I? 	The Night sky /Christmas 	Growing 	Amazing animals 	Our World Local History/ Geography 	Oceans and seas 
RE	Creation and Covenant  Children will listen to and respond to the Creation story, recognising that God made everyone and everything and that creation is good. They will retell the story through role play, sequencing and storytelling, use Makaton signs and songs to support learning, make the Sign of the Cross, explore simple messages from	Prophecy and Promise Children will listen to and retell the Nativity story, exploring how Mary trusted God and how others showed love and care for Mary and Jesus. They will use role play, small world play, story maps, sequencing, drawing and mark making to deepen their understanding, develop key vocabulary, and learn that God loves everyone and values the different roles people	Galilee to Jerusalem  Children will learn about the life of Jesus and how he showed God's love through his teachings, miracles and acts of kindness. They will hear stories from the Gospels, explore what it means to be a follower of Jesus, and respond through role play, storytelling, discussion, art and song.	Desert to Garden Children will learn about the season of Lent, the Paschal Triduum, and the events of Holy Week, leading to the joy of Easter. They will hear the story of Jesus' death and resurrection, explore themes of love, hope and new life, and respond through storytelling, role play, creative activities, prayer and celebration. 	To the ends of the Earth Children will learn that Jesus returned to his Father in heaven and that the Holy Spirit came at Pentecost to guide and help God's people. They will explore how the Holy Spirit helps us to make good choices, learn about the early Christian community and the parish church, and recognise that we are all part of God's family,	Dialogue and Encounter Children will learn that St Peter and St Paul were special friends of Jesus and that people around the world continue to follow him today. They will explore how people in their local faith community show God's love, celebrate belonging to their community, and recognise that Jesus is loved by people of 

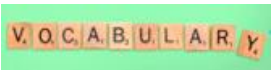
At St. Joseph's we live, love and learn by the example of Jesus.
Aspiring for excellence for all, together as a catholic community.



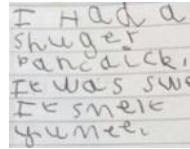
	<i>Laudato Si'</i> , and celebrate their own uniqueness, baptism and family life through discussion and Circle Time.	have within the community. 			called to share love, joy and peace with others 	many cultures and backgrounds.
Communication and Language	Children can follow a one or two part instruction. Children can enjoy joining in at group times and story times. Children can talk to others and take it in turns to speak. Children can express a point of view. Children can use talk to share what they think. Children can use a sentence of 4-6 words. Children can use speech as a way of starting to express themselves. 	 Children can demonstrate good listening behaviours. Children can follow simple instructions (with two or more parts) reliably I engage in story times. Children like to join in with familiar songs and rhymes I can wait and take turns in conversation. Children are starting to share my ideas with familiar adults. Children can talk to others (adults and children) Children can use talk to organise my thoughts.	Children can respond to what they have heard by asking questions and saying what they think. Children can respond to what others say Children can share their ideas in small groups. Children can share their ideas with familiar adults. Children can start to use full sentences. 	Children can say what they think. Children can ask questions about what they have heard. Children can explain events that have already happened in detail Children can engage in stories, rhymes and non-fiction sharing their ideas about them. Children can start to use past, present and future tenses. 	Children can listen carefully. Children can respond with questions, comments and actions. Children can make comments about what they have heard. Children can ask questions to help them understand. Children can engage in conversation with my friends and teachers. Children can take part in whole class and group discussions. Children can explain why things happen/ might happen. Children can use vocabulary from stories, non-fiction, rhyme and poems. Children can express ideas and feelings.	Children can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions. Children can make comments about what they have heard and ask questions to clarify understanding. Children can hold conversation when engaged in back and forth exchanges with their teachers and peers. Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.

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		Children can listen to and talk about stories, rhymes and non-fiction. Children can share their ideas using talk as a tool. Children can say how they feel using talk as a tool.			Children can use full sentences using past, present and future tenses. Children can use conjunctions (with support and modelling) to connect my ideas.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult. 
English Writing	 Children can write some letters from their name. Children can orally segment single sound CVC words e.g. c-a-t. Children can say the initial sounds in most words.	Children can write some lower-case letters correctly. Children can write some upper case letters e.g. name, Mum, Dad, sibling name, etc. Children can identify known letters to match initial sounds (phase 2)	Children can begin to write most lower case letters correctly. Children can begin to write some upper case letters correctly. Children can begin to use a tripod grip. Children can begin to match phase 2 and 3 letters and sounds.	Children can write most lower case letters correctly. Children can write some upper case letters correctly. Children can use a tripod grip. Children can match phase 2 and 3 letters and sounds.	 Children can write most upper and lower case letters correctly. Children can hold my pencil in a good tripod grip.	Children can write letters which are mostly well formed. Children can spell words by identifying sounds in them and representing the sounds with a letter or letters. Children can write simple phrases and sentences that can be

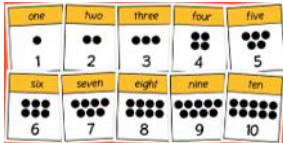


	Children can write some initial sounds. Children can write my own name.	Children can match phase 2 letters and sounds Children can write CVC words and labels e.g. c-a-t. Children can write simple labels. Children can start to write simple captions Children can say a simple sentence for writing (oral and count words)	Children can begin to write CVC words and labels (phase 2 and 3 sounds) Children can begin to spell some tricky words Children can begin to write captions. Children can begin to write short sentences Children can begin to start to use finger spaces between my words Children can begin to read sentences back.	Children can write CVC words and labels (phase 2 and 3 sounds) Children can spell some tricky words Children can write captions. Children can write short sentences Children can start to use finger spaces between my words Children can read sentences back.	Children can write CVC words with sounds and letters I know. Children can write tricky words. Children can write simple sentences. Children can read my own sentences. The teacher can read their sentences.	read by themselves and others. 
Reading	 Children can talk about stories they have heard. Children can join in with familiar rhymes and songs (and some patterned stories) Children can hear and say initial sounds for words.	Children can match most of the phase 2 letters and sounds. Children can say the phase 2 sounds in CVC words. Children can start to blend the sounds together. Children can segment and blend CVC words.	Children can match all phase 2 single letters and sounds. Children can begin to start to identify some digraphs. Children can segment the sounds in CVC words for reading. Children can segment and blend simple words	Children can match all phase 3 single letter and sounds. Children can start to identify some digraphs. Children can blend the sounds in CVC words for reading. Children can read captions.	Children can match the letter and sound for all phase 2 single sounds and digraphs Children can match the letter and sound for at least 10 phase 3 digraphs Children can read CVC words containing phase 2 sounds.	Children can say a sound for each letter and at least 10 digraphs. Children can read words consistent with their phonic knowledge by sound blending. Children can read aloud simple sentences and books that are consistent with their phonic knowledge,

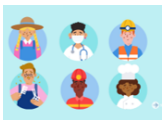


	Children can say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.) I can orally segment words (e.g. adult says cat and child says c-a-t) I can orally blend words (e.g. adult says m-a-n and child says man)	Children can read most of the phase 2 tricky words. Children can start to read captions e.g. the cat and the dog.	matched to my phonics knowledge.	Children can read phonics matched tricky words.	Children can read CVC words containing known digraphs. Children can read simple sentences and books matched to my phonics. Children can read tricky words from phases 2 and 3 confidently.	including some common exception words.
Phonics	Phase 2 Phonics Children will learn the Phase 2 letter-sound correspondences, introducing all 19 letters and progressing from oral blending to reading and spelling simple CVC words. They will develop their skills in blending and segmenting, learn and revise Phase 2 tricky words (<i>to, the, no, go, I</i> and <i>here</i>), and apply their phonics knowledge through reading and writing activities. Ongoing assessment and targeted revision will support children in securing Phase 2 learning before moving on to Phase 3.	Phase 3 Phonics Children will learn the Phase 3 graphemes, including digraphs and trigraphs, and use them to read and spell words with increasing confidence. They will continue to practise blending and segmenting, learn and revise Phase 3 tricky words, and apply their phonics knowledge through reading and writing activities. Ongoing assessment will	Phase 2/3 Revision Children will consolidate their knowledge of Phase 2 and Phase 3 graphemes by revising letter-sound correspondences and applying them in blending and segmenting for reading and writing. They will learn and revise additional tricky words, develop fluency and confidence, and take part in ongoing assessment to identify	Phase 2/3 Revision Children will consolidate their knowledge of Phase 2 and Phase 3 graphemes, applying their phonics skills to read and spell CVC and longer words with increasing fluency and confidence. They will continue to practise blending and segmenting, learn and revise additional tricky words, and apply their phonics knowledge in reading and writing. Ongoing assessment will	Phase 2/3 Revision Children will continue to consolidate their knowledge of Phase 2 and Phase 3 graphemes, applying their phonics skills with increasing accuracy and fluency in reading and spelling CVC and longer words. They will practise blending and segmenting, revisit previously taught tricky words, and use their phonics knowledge confidently across reading and writing.	



			identify areas for consolidation.	areas for further support. 	identify areas for consolidation and support.	Ongoing assessment and targeted teaching will ensure children are well prepared for the transition into Year 1.
Maths	Numbers to 10 and subitising Children can show numbers to 5 using concrete resources and they will match numeral and quantity to 5. Children can say one number name for each item and they will quickly say how many there are (up to 3) 	Numbers to 10 and subitising Children can count to 5 using different mathematical resources and they will match numeral and quantity to 5. Children can quickly say how many there are (up to 3) in different arrangements.	Numbers to 10 and subitising Children can begin to count objects,  claps, movements up to 10 and they can begin to match numeral and quantity (within 10) Children can begin to quickly say how many there are (up to 5).	Numbers to 10 and subitising Children can count objects, claps, movements up to 10 and they can match numeral and quantity (within 10). Children can quickly say how many there are (up to 5)	Numbers to 10 and subitising Children can begin to show how numbers to 10 are made up using different models e.g. part whole, tens frame and they can begin to recognise the numerals to 10 and match to quantity consistently. Children can begin to recognise quantities up to 5 without counting. 	Numbers to 10 and subitising Children can show how numbers to 10 are made up using different models e.g. part whole, tens frame and they can recognise the numerals to 10 and match to quantity consistently. Children can recognise quantities up to 5 without counting.

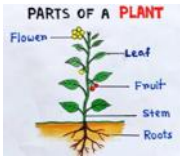


	Calculation Children can solve some simple problems with numbers to 5.	Calculation Children can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this. 	Calculation Children can begin to recall number bonds to 5 and begin to start to give some linked subtraction facts. Children can begin to start to recall some double facts e.g. 1 and 1 is 2.	Calculation  Children can recall number bonds to 5 and they can start to give some linked subtraction facts. Children can start to recall some double facts e.g. 1 and 1 is 2	Calculation Children can recall number bonds up to 5 and some to 10 and they can match subtraction facts with number bonds. Children can recall some double facts within 10.	Calculation Children can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 
Understanding of the world	 Children can talk about the different jobs people do. Children can name some members of my family and talk about them Children can talk about themselves and some of the ways they have changed.	Children can talk about their family and people in their community and their roles. Children are becoming more aware of the past linked to themselves and their family and how it has changed. Children can talk about what they can see in pictures of the past.	Children can talk about changes that have happened within their family's lifetimes e.g. talking to grandparents about holidays etc. Children can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts Children can talk about what they have heard and seen in stories and picture books and how	Children can talk about their family and people in their community and their roles Children can talk about what they can see in pictures of the past.	Children can talk about the lives of people they are familiar with. Children can talk about the roles of people in society. Children can give similarities and differences between the past and now. Children can talk about the past using books and stories talking about the characters, settings and events.	SIMILARITIES and DIFFERENCES  Children can talk about the lives of people around them and their role in society. Children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class



			this is different/ the same. 			Children will understand the past through settings, characters and events encountered in books and storytelling.
Children can explore the world around them with all their senses. Children can be accepting and positive about people's differences. Children know there are different countries in the world.	 Children can make detailed observations of the world around them thinking about their senses- feel, hear, see, smell. Children are starting to explore the natural world. Children can talk about how different people celebrate. Children can start to use stories and pictures to talk about differences in life in other countries.	Children can explore and talk about the natural world using what they know from stories/ non-fiction Children can draw information from a simple map. 	Children can talk about some special places for people in our and other communities. Children can start to talk about the differences in lives in other countries.	Children can describe the school environment using what they know from •Observation •Discussion •Stories/ non-fiction •Maps Children can talk about religion and culture within their country (UK) Children can talk about what is the same and different in life in this country and in other countries. 	Children can describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps. Children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. Children can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.	



	Children can talk about what they can see outside using a wide vocabulary. Children can change materials e.g. adding water to cornflour, mixing paint etc. 	 PUSH  PULL = Children can describe what they can see, hear and feel outside. Children can talk about the area they live in, including the weather etc. Children can talk about forces they feel e.g. push, pull etc. Children can talk about the differences in materials.	Children can describe animals and plants (both from photos and real-life experiences) Children can describe their own environment and local area. Children can describe another environment e.g. desert, Arctic etc. 	Children can talk about the weather linked to seasonal change. Children can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) 	 Children can explore the natural world. Children can make observations of animals and plants and use these observations to draw pictures. Children can contrast the natural world around them with different environments. Children can talk about some of the changes in the natural world (including seasons and changing states of matter)	Children can explore the natural world around them, making observations and drawing pictures of animals and plants Children will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 
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PSED (including Jigsaw)	Children can talk about feelings (happy, sad, angry) Children can choose what they need to complete a goal (short term) Children are starting to follow instructions. Children are starting to become more confident when things are new (dealing with the transition) Children are showing an awareness of rules and how to behave in the classroom. Children can toilet themselves. Children can play with one or more children cooperatively.	Children can identify a range of different feelings. Children can keep on trying when they find something difficult Children are starting to sit and listen more consistently during adult focus time. Children can follow simple instructions. Children are starting to try new activities. Children are starting to be aware of rules in the school and classroom. Children can dress and undress for PE/ Forest School etc. Children are starting to know ways to stay healthy. Children can play with a small group of children, sharing ideas. Children are starting to form good relationships with the familiar adults in my class.	Children can say how others are feeling based on their expressions and actions. Children can say what they are good at and what they would like to improve. Children can sit and listen during adult focus time. Children can follow instructions with two or more parts. Children can keep on trying even when they are finding something difficult. Children can follow the school and class rules. Children can talk about the school and class rules. Children can talk about what is right and wrong.	Children can say how they keep themselves healthy e.g. diet, oral health, hand washing, exercise, etc. Children can use words to help solve conflicts with others. Children can work well with others listening and sharing ideas. Children can show friendly behaviour in the classroom and around school. Children are developing friendships with lots of different people. They can identify how others feel and respond to them appropriately.	Children can say how they and others are feeling. Children can show their understanding of feelings by changing their behaviour. Children can set themselves goals. Children can wait for their requests and needs to be met. Children can listen to and respond to adults. Children can follow instructions accurately (several ideas/ actions) Children can try new activities. Children can show resilience and perseverance when things are difficult. Children can explain and follow rules (in the classroom and around school) Children can show they know right from wrong by their behaviour.	Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Children set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge
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	Children can start to talk about the way they feel.	Children can express and identify their feelings. Children can express their basic needs to familiar adults e.g. ask to go to the toilet, etc. 			Children can manage their own basic hygiene and personal needs e.g. toileting and dressing They can explain healthy food. Children can work with others in a group Children can play with others, take turns and share Children can form good relationships with the adults in the classroom and around school Children have lots of friends and positive friendships Children know what their own needs are and can share them Children are sensitive to the needs of others. Taking Turns 	Children explain the reasons for rules, know right from wrong and try to behave accordingly Children manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Children work and play cooperatively and take turns with others. Children form positive attachments to adults and friendships with peers. Children show sensitivity to their own and others needs. 
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PD (Personal Development)	 Children can climb stairs using alternate feet. Children can develop movement (using age-appropriate bikes, scooters etc.) Children can work with others to manage large items. Children show a preference for a dominant hand with a comfortable pencil grip Children can draw a picture.	Children can use lots of different ways of moving appropriately. Children can climb over, under and through obstacles. Children can show good pencil control when mark making and drawing. Children can use cutlery and other one-handed equipment. 	 Children can throw, kick, pass and catch a large ball. Children can sit at a table to write. Children can hold a pencil in a tripod grip. Children can use scissors.	Children can move and use both large and smaller scale equipment (building blocks etc) Children can hold a pencil in a tripod grip. 	 Children can travel around space and obstacles safely. Children can show strength, balance and co-ordination in movement. Children can move in different ways- run, jump, skip, climb. Children can hold a pencil effectively (tripod) Children can use a range of tools e.g. scissors. Children can draw with accuracy.	Children can negotiate space and obstacles safely, with consideration for themselves and others. Children can demonstrate strength, balance and co-ordination. Children can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children can hold a pencil effectively in preparation for writing (nearly always tripod grip) Children can use a range of small tools e.g. scissors paint brushes, cutlery. Children can begin to show accuracy and care when drawing 
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PE (Scheme – Get set 4 PE)						
EAD (Expressive Art and Design)	 Children can start to join materials together Children can explore art materials and colour mixing freely Children can develop their own ideas for art. Children can develop their own ideas for art and start to talk about them (with adult support) Children can start to develop their own stories linked to what I	Children can use various tools for artwork and design e.g. playdough tools Children can select their own art and design materials to create with. Children can tell others what their artwork is and signal key parts e.g. this is mummy, this is her hair etc. Children are starting to recreate familiar stories (with adult support) Children can recount and retell familiar stories with my friends and adults (small world/ role play)	 Children can use scissors and one-handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) Children can talk about their artwork or designs- linked to some of the materials/ techniques I used Children can use materials and props to retell stories and create imaginary situations linked to what I know	 Children can combine different techniques e.g. collage, paint, crayon, clay to create art. Children can adapt well known stories and narratives and small world/ role play them with others. Children can sing well known songs in a group or alone and match the pitch and melody. Children can join in with singing and dancing.	Children can safely use tools e.g. scissors Children can explore using materials and techniques. Children can design art/ a product thinking about colour, texture and function. Children can explain what they have made. Children can talk about how they made it. Children can use props and materials when they are role playing familiar stories Children can adapt and recount narratives and	 Children can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Children can share their creations explaining the processes they have used. Children can make use of props and materials when role playing characters in narratives and stories.



	know through role & small world play. Children are using their imagination in play to help them role play and create small world set ups. Children can remember most of a song to sing Children can make up their own “silly” songs Children can remember and sing songs. Children can start to match the melody and pitch of others.	Children can role play imaginary scenarios linked to experiences Children know some popular songs and can sing them supported by an adult. Children can listen and respond to sounds. Children can sing with others and supported by an adult. 	Children can use what they know and have read to help create my own stories	Children can listen carefully to music and start to move to it.	stories with my friends and adults Children can invent their own stories Children can sing well known nursery rhymes Children can sing some familiar songs (Xmas play etc.) Children can perform songs, rhymes, poems and stories alone and with others. Children can try to move in time with music. 	Children can invent, adapt and recount narratives and stories with peers and their teacher. Children can sing a range of well known nursery rhymes and songs. Children can perform songs, rhymes, poems and stories with others and try to move in time to music.
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