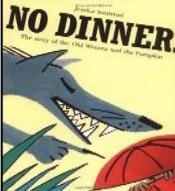
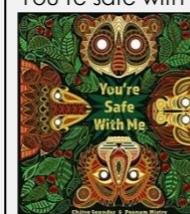
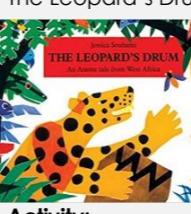
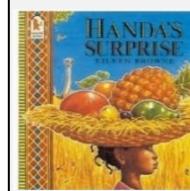




Roe Green Infant School
MEDIUM TERM PLANNING - Spring 2026
RECEPTION – Around the World



	Week 1 5/25	Week 2 12/1/26	Week 3 19/1/26	Week 4 26/1/26	Week 5 2/2/26	Week 6 9/2/26	Week 7 23/2/26	Week 8 2/3/26	Week 9 9/3/26	Week 10 16/3/26	Week 11 23/3/26
SPRING	<p>Text: No Dinner </p> <p>Activity: Chn to write about their New Year goals/resolutions. To write simple sentences using 'I can.... & I want to...'. Skill: To set goals. I can sentences Ext-I want to get better at ...sentences</p> <p>Active Learn -Whole class echo Guided reading. Group guided Reading</p> <p>Handwriting: I and t – let, till</p> <p>Phonics Focus sounds sh, th & ch</p> <p>Practice segmenting a blending words – CVC & CVCC</p> <p>Tricky words – I, go, to, no, the, into, you, they, all, are, my, her</p>	<p>Activity: Verbally sequencing the story – using pictures from the book. Writing – He/she sentences based on the characters</p> <p>Skills: Listen to and talk about stories to build familiarity and understanding.</p> <p>Active Learn -Whole class echo Guided reading. Group guided Reading</p> <p>Handwriting: r and k</p> <p>Phonics: Focus sounds igh, oa & long oo and short oo</p> <p>Practice segmenting a blending words – CVC & CVCC</p> <p>Tricky words – I, go, to, no, the, into, you, they, all, are, my, her</p>	<p>Text: You're safe with me </p> <p>Activity: To describe a character – the animals. The tiger is... They aresentences</p> <p>Skills: Use a wider range of vocabulary. Use new vocabulary through the day.</p> <p>Active Learn -Whole class echo Guided reading. Group guided Reading</p> <p>Handwriting: r – rot, ram</p> <p>Phonics: Focus sounds ar, or, ow & ur</p> <p>Practice segmenting a blending words – CVC & CVCC</p> <p>Tricky words – I, go, to, no, the, into, you, they, all, are, my, her</p>	<p>Activity: To be able to understand what a rhyming word is how to carry on the rhyming string</p> <p>Skills: Links statements and sticks to a main theme or intention.</p> <p>Active Learn -Whole class echo Guided reading. Group guided Reading</p> <p>Handwriting: r – rot, ram</p> <p>Phonics: Focus sounds ar, or, ow & ur</p> <p>Practice segmenting a blending words – CVC & CVCC</p> <p>Tricky words – I, go, to, no, the, into, you, they, all, are, my, her</p>	<p>Text: Ana Hibiscus' Song </p> <p>Activity: Retell the story through role play – whole class Talk about what makes them feel safe. Speech bubbles – talk about what the characters say.</p> <p>Skills: Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Active Learn -Whole class echo Guided reading. Group guided Reading</p> <p>Handwriting: r – rot, ram</p> <p>Phonics: Focus sounds ar, or, ow & ur</p> <p>Practice segmenting a blending words – CVC & CVCC</p> <p>Tricky words – I, go, to, no, the, into, you, they, all, are, my, her</p>	<p>Text: Ana Hibiscus' Song </p> <p>Activity: Reading the story, looking at the repetitive language, setting, 5 things that make me happy. 5 things that make me happy.</p> <p>Skills: Writing cards / notes / messages for people we love</p> <p>Active Learn -Whole class echo Guided reading. Group guided Reading</p> <p>Handwriting: r – rot, ram</p> <p>Phonics: Focus sounds ar, or, ow & ur</p> <p>Practice segmenting a blending words – CVC & CVCC</p> <p>Tricky words – I, go, to, no, the, into, you, they, all, are, my, her</p>	<p>Text: The Leopard's Drum </p> <p>Activity: Sequencing the story, focus on language first, next, then last</p> <p>Skills: Knows information can be relayed in the form of print.</p> <p>Active Learn -Whole class echo Guided reading. Group guided Reading</p> <p>Handwriting: v and w – van, win</p> <p>Phonics: Focus sounds – b and p – pop, bat</p> <p>Tricky words – we, be he, she</p>	<p>Activity: To write about African drums – linked to workshop.</p> <p>Skills: Begins to break the flow of speech into words</p> <p>Active Learn -Whole class echo Guided reading. Group guided Reading</p> <p>Handwriting: v and w – van, win</p> <p>Phonics: Focus sounds – b and p – pop, bat</p> <p>Tricky words – we, be he, she</p>	<p>Activity: African animal riddles</p> <p>Skills: Attempts to write short sentences in meaningful contexts.</p> <p>Active Learn -Whole class echo Guided reading. Group guided Reading</p> <p>Handwriting: x and z – box, zoo</p> <p>Phonics: Letter and sound recap and end of term assessment</p> <p>Tricky words – Tricky words checks read and write</p>	<p>Text: Handa's Surprise </p> <p>Activity: To write descriptive sentences about the fruit in Handa's Basket</p> <p>Skills: Attempts to write short sentences in meaningful contexts.</p> <p>Active Learn -Whole class echo Guided reading. Group guided Reading</p> <p>Handwriting: Numbers 0 - 5</p> <p>Phonics: Letter and sound recap and end of term assessment</p> <p>Tricky words – Tricky words checks read and write</p>	

COMMUNICATION AND LANGUAGE	<p>Activity: From first page, what can they see/hear/smell and how does it make them feel? Scribe answers for display</p> <p>Skills: Understand how to listen carefully and why listening is important.</p> <p>Library: how to use the books,</p>	<p>Activity: Speaking and listening, what animals may she in encounter and how would she travel? How would we describe her?</p> <p>Skills: Ask questions to find out more and to check they understand what has been said to them.</p> <p>Library: how to use the books,</p>	<p>Activity: Who do you go to visit? Thinking about our family tree recording in the book parents to bring in photos, grandparents to come in and talk</p> <p>Skills: Listen to and talk about stories to build familiarity and understanding.</p> <p>Library: library behaviour</p>	<p>Activity: what can they see/hear/smell and how does it make them feel? Scribe answers for display</p> <p>Skills: Articulate their ideas and thoughts in well-formed sentences.</p> <p>Library: how to put books back how to find them</p>	<p>Activity: Role play the different parts of the story talking about our favourite part</p> <p>Skills: Describe events in some detail.</p> <p>Library: how to put books back how to find them</p>	<p>Activity: Talking about the book focussing on book language</p> <p>Skills: Listen to and talk about stories to build familiarity and understanding.</p> <p>Library: nonfiction and fiction</p>	<p>Activity: Sequence the different members of the family from the story focus on the language of how they are related</p> <p>Skills: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Library: Authors and illustrators</p>	<p>Activity: Children to be aware of where they belong to or visited and also find out where their friends are from?</p> <p>Skills: Understand how to listen carefully and why listening is important.</p> <p>Library: parts of a book e.g. contents, pages, index</p>	<p>Activity: Learning about Africa.</p> <p>Skills: Links statements and sticks to a main theme or intention.</p> <p>Library: Exploring nonfiction books to find information on Africa and animals.</p>	<p>Activity: Talking about African animals and naming their babies.</p> <p>Skills: Links statements and sticks to a main theme or intention.</p> <p>Library: Exploring nonfiction books to find information on Africa and animals.</p>
	<p>Counting backwards</p> <p>Skill: Link the number symbol (numeral) with its cardinal number value.</p>	<p>Number bonds to 5 practical activities and recording in books.</p> <p>Skill: Automatically recall number bonds for numbers 0-5</p>	<p>Composition and bonds for 6 Recording books</p> <p>Skill: Explore the composition of numbers to 10.</p>	<p>Maths Week - Money Looking at coin, ordering the value of coins, making amounts.</p> <p>Skill: Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Counting in 2s Practical and record</p> <p>Skill: Explore and represent patterns in numbers up to 20</p>	<p>Composition and bonds for 7 Recording books</p> <p>Skill: Automatically recall number bonds for numbers 0-5 and some to 10.</p>	<p>Consolidation for number bonds learnt so far</p>	<p>Composition and bonds for 8 whole/part recording in the book</p> <p>Skill: Automatically recall number bonds for numbers 0-5 and some to 10.</p>	<p>Counting in 10s Practical and record</p> <p>Skill: Explore and represent patterns in numbers up to 100</p>	<p>Counting in 5s Practical and record</p> <p>Skill: Selects a particular named shape.</p>	<p>3D Shapes practical and recording</p> <p>Skill: Automatically recall number bonds for numbers 0-5 and some to 10.</p>
UNDERSTANDING THE WORLD	<p>Object Box: Collect a box of Indian objects and artefacts.</p> <p>Skill: Compare and contrast characters from stories, including figures from the past.</p>	<p>Remembers and talks about significant events in their own experiences</p> <p>Skills: Enjoys joining in with family customs and routines.</p>	<p>Finding India on the world map. Looking at the famous places in India. Key person from India</p> <p>Skill: Draw information from a simple map.</p> <p>Class Charter for Climate Change</p>	<p>Barfi (rice krispies recipe)</p> <p>Finding India on the world map. Looking at the famous places in India. Key person from India</p> <p>Skill: Name and describe people who are familiar to them.</p>	<p>Celebrating Chinese new year early(17th)- Cook vegetable noodles</p> <p>Skill: Looks closely at similarities, differences, patterns and change.</p> <p>Internet safety week</p>	<p>Valentine baking</p> <p>Making comparisons with the character in the focus text</p> <p>Skill: Enjoys joining in with family customs and routines.</p>	<p>Sharing our significant experiences with our family</p> <p>Skill: Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>What make me and my family special</p> <p>Skill: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Mother's Day</p> <p>Finding Africa on the world map.</p> <p>Skill: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	

PHYSICAL DEVELOPMENT	Unit 1 – Dance Explore colour stimulus using a range of actions. Choreograph a short sequence combining a range of actions. Describe how the actions relate to the stimulus. Skill: I can explore my colour using actions. I can choose two actions which relate to my colour. I can link my actions to make a short sequence.	Unit 1 – Dance Explore animal stimulus using a range of levels and direction. Choreograph a short sequence combining range levels and directions. Demonstrate ability to work with others to develop a sequence. Skill: I can perform using different levels and directions. I can create a short sequence using an animal theme	Unit 1 – Dance Explore the “theme park” stimulus using unison and canon. Choreograph a short sequence combining unison and canon. Demonstrate the ability to perform a sequence in a group or with a partner using unison and canon Skill: I can perform a sequence using unison and canon. I can work with a partner or group to perform unison and canon	Unit 1 – Dance Explore the season theme using expression and creativity. Choreograph a short sequence with an awareness of expression. Demonstrate understanding and knowledge of how to compose a sequence Skill: I can use expression to improve my performance. I can express a season of the year through my dance	Unit 1 – Manipulation and Coordination Explore the transport theme using dynamics. Choreograph a short sequence combining a range of dynamics. Demonstrate some knowledge of dance composition Skill: I can show changing movements in my actions. I can give an example of a transport action. I can create a sequence with transport actions	Lesson 2 <ul style="list-style-type: none">• Roll a ball• Pat a ball• Throw a ball Skill: To be able to move a ball.	Unit 1– Manipulation and Coordination Lesson 5 <ul style="list-style-type: none">• Send an object• Choose how to send• Explain what it means to send Skill: To be able to send and receive an object.	Unit 1– Manipulation and Coordination Lesson 6 <ul style="list-style-type: none">• Touch targets• Slide a beanbag• Stop a beanbag Skill: To be able to listen and respond, using hands and feet.	Unit 2– Manipulation and Coordination Lesson 2 <ul style="list-style-type: none">• Move small and large balls• Perform in a group• Roll/push a ball Skill: To be able to practise and perform a variety of collecting, moving and placing actions.	Unit 2– Manipulation and Coordination Lesson 5 <ul style="list-style-type: none">• Jump over a skip• Use a variety of jumps• Use a skipping rope Skill: To be able to roll, spin, rotate, throw and catch hoops	Unit 2– Manipulation and Coordination Lesson 6 <ul style="list-style-type: none">• Roll a hoop• Control the speed• Spin a hoop Skill: To be able to roll, spin, rotate, throw and catch hoops Creating an obstacle course with a variety of equipment and moving in different ways.
	Activity: Act out the first scene of No Dinner! Skills: Listen attentively, move to and talk about music, expressing their feelings and responses. Kapow Music Exploring Sounds: Lesson 1 – Vocal sounds Little Miss Muffet Learn rhymes, poems and songs.	Activity: Creating their own props to retell the story-No Dinner! Skills: Watch and talk about dance and performance art, expressing their feelings and responses.	Activity: Free painting of the story- own ending to story	Activity Use the musical instruments to help retell the story.	Activity: Acting out the story using the props.	Activity: To design & make an African print to make our bookmark.	Activity: To design & make an African print to make our bookmark.	Activity: Listen to and move to African music	Activity: Free painting of your favourite African animal	Activity: Making African animal masks	Activity: Easter cards and activities.
	 Kapow Music Exploring Sounds: Lesson 1 – Vocal sounds Little Miss Muffet Learn rhymes, poems and songs.	 Kapow Music Exploring Sounds: Lesson 2 – Body sounds Little Bo Peep	 Kapow Music Exploring Sounds: Lesson 3 – Instrumental sounds	 Kapow Music Exploring Sounds: Lesson 4 – Environmental sounds	 Kapow Music Exploring Sounds: Lesson 5 – Nature sounds	 Kapow Music Musical Stories: Lesson 1 – moving to music	 Kapow Music Musical Stories: Lesson 2 – story telling with actions	 Kapow Music Musical Stories: Lesson 1 – story telling with actions	 Kapow Music Musical Stories: Lesson 2 – story telling with actions	 Kapow Music Musical Stories: Lesson 3 – using instruments to represent action	 Kapow Music Musical Stories: Lesson 4 – musical story composition
EXPRESSIVE ARTS AND DESIGN	 Kapow Music Exploring Sounds: Lesson 1 – Vocal sounds Little Miss Muffet Learn rhymes, poems and songs.	 Kapow Music Exploring Sounds: Lesson 2 – Body sounds Little Bo Peep	 Kapow Music Exploring Sounds: Lesson 3 – Instrumental sounds	 Kapow Music Exploring Sounds: Lesson 4 – Environmental sounds	 Kapow Music Exploring Sounds: Lesson 5 – Nature sounds	 Kapow Music Musical Stories: Lesson 1 – moving to music	 Kapow Music Musical Stories: Lesson 2 – story telling with actions	 Kapow Music Musical Stories: Lesson 1 – story telling with actions	 Kapow Music Musical Stories: Lesson 2 – story telling with actions	 Kapow Music Musical Stories: Lesson 3 – using instruments to represent action	 Kapow Music Musical Stories: Lesson 4 – musical story performance
BRITISH VALUES	Morals and mutual respect	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs	Mutual respect, helping each other	Mutual respect, helping each other	Group roles	Group roles	Achieve our goals and targets	Achieve our goals and targets

PERSONAL, SOCIAL AND EMOTIONAL	<p>Dreams and Goals Jigsaw Scheme</p> <p>Challenge</p> <p>Learning Intention: I understand that if I persevere, I can tackle challenges.</p> <p>Skills: To know what it means to not give up and to keep on trying. -Link to school values.</p>	<p>Dreams and Goals Jigsaw Scheme</p> <p>Never giving up</p> <p>Learning Intention: I can tell you about a time I didn't give up until I achieved my goal.</p> <p>Skills: I can share my experiences with others. -Link to school values.</p>	<p>Dreams and Goals Jigsaw Scheme</p> <p>Setting a goal</p> <p>Learning Intention: I can set a goal and work towards it.</p> <p>Skills: To know what it means to set a goal and work towards meeting it. -Link to school values.</p>	<p>Dreams and Goals Jigsaw Scheme</p> <p>Obstacles and support</p> <p>Learning Intention: I can use kind words to encourage people.</p> <p>Skills: I know how I can offer support through using kind words. -Link to school values.</p>	<p>Dreams and Goals Jigsaw Scheme</p> <p>Flight to the future</p> <p>Learning Intention: I understand the link between what I learn now and the jobs I might like to do when I am older.</p> <p>Skills: I understand if I work hard now it will help to do what I want when I am older. -Link to school values.</p>	<p>Healthy Me Jigsaw Scheme</p> <p>Everybody's body</p> <p>Learning Intention: I understand that I need to exercise to keep my body healthy</p> <p>Skills: I can say why it is important to be active.</p>	<p>Healthy Me Jigsaw Scheme</p> <p>We like to move it, move it!</p> <p>Learning Intention: I understand how moving and resting are good for my body</p> <p>Skills: I know how to look after my body through the effects of exercise.</p>	<p>Healthy Me Jigsaw Scheme</p> <p>Food, glorious food!</p> <p>Learning Intention: I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>Skills: I know how to make healthy food choices and why.</p>	<p>Healthy Me Jigsaw Scheme</p> <p>Sweet dreams</p> <p>Learning Intention: I know how to help myself go to sleep and understand why sleep is good for me</p> <p>Skills: I understand that my body needs the right amount of sleep to help me carry out my daily routines.</p>	<p>Healthy Me Jigsaw Scheme</p> <p>Keeping clean</p> <p>Learning Intention: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>Skills: I know why I need and how to wash my hands.</p>	<p>Healthy Me Jigsaw Scheme</p> <p>Stranger danger</p> <p>Learning Intention: I know what a stranger is and how to stay safe if a stranger approaches me</p> <p>Skills: I understand what a stranger is and dangers of strangers. I know how to get help if I am approached by a stranger.</p>

IN SCHOOL WORKSHOPS

African Drumming Workshop – 4th March

Science week workshop – 5th March