



Medium Term Planning Term: Spring 2

Date: February 2026 – April 2026

Theme / Topic: Once upon a Time and twisted rhyme

Big Questions: Where in the world could we visit? Where do animals live?

Year Group: Reception	
<p>Focus of Learning / linked to topics:</p> <p>Children will explore a range of familiar and unfamiliar traditional tales in this topic. Children will gain confidence retelling stories, talking about characters and knowing a range of traditional tales in greater depth. Children will create story maps and continue to develop their understanding of the structure of stories including the opening, build up, problem and ending.</p> <p>Exploring twisted rhymes or unconventional fairy tales gives children a chance to explore known tales from different characters' perspectives. This topic creates lots of opportunities for talk, role play and to develop their own oracy and writing skills.</p>	<p>Prior Learning / linked to topics:</p> <p>Children have previous experience of traditional tales from nursery and story time during Autumn term and Spring 1. Children have engaged in role play opportunities during continuous provision using well known characters from traditional tales. Children have created alternative endings/stories using familiar texts. Children have designed story maps to help them know the parts of the story and better understand characters, settings and solutions to problems. Ready steady write literacy work on star in the jar.</p>
<p>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)</p>	
<p>Prime Areas:</p>	
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> ● To identify and moderate their own feelings socially and emotionally. ● To consider the feelings and needs of others. ● Plan what they want to do next and make adaptations when necessary. ● To develop independence when dressing and undressing for P.E. ● To talk about how to solve a problem when faced with a challenge. ● To understand different ways to stay safe near roads. Links with Wear Blue for Bobby day, Monday 13th March ● To listen to the ideas of other children and agree on a solution and compromise. 	<p>Key vocab / key questions:</p> <p>Kindness, considerate, thoughtful, feelings/emotions, planning, overcoming problems, adapt, develop, I can, challenging, staying safe, listening, compromise, conflict, resilience.</p> <p>How am I feeling today? How does my body react to this feeling? How might my friend be feeling? Can I help? What do I need to do to stay safe near roads? What did you want to do? What stopped you from doing that? How did you sort things? Tell me about what went wrong? How can you overcome this and work things out? What could you do next? How would Mr. Bump solve this problem? Are you like Mr Clever, having your own ideas about what to do? How did the character in are story solve their problem?</p>

<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> ● To retell a story using their own words. ● To follow a story without pictures or props. ● To share their work to the class- standing up at the front. ● To understand and answer how and why questions. ● To use new vocabulary in different contexts. ● To engage in non-fiction books. 	<p><u>Key vocab / key questions:</u> Retell,, sequence, story, problem, characters, setting, vocabulary, non-fiction, fiction, how, why</p> <p>How does the story start? What happens next? Can you retell this story in your own words? What words could we add to make it more exciting? Can you use our new, special vocabulary words throughout the day? Why did the character in our story feel sad? How could we twist/change the story using our own ideas? Can you follow the story map to retell the story? How are the characters similar? Why do you think the 'wolf' act this way? 'I think it was wrong for Jack to steal from the giant' - do you agree or disagree? What might these two characters say to each other?</p>
<p><u>Physical</u></p> <ul style="list-style-type: none"> ● To develop accuracy when throwing and practise keeping score. ● To develop accuracy when throwing at a target. ● To develop rolling and tracking a ball. ● To develop dribbling with hands. ● To throw a large ball using both hands and catch with a partner. ● To dribble a ball using feet. ● To kick a ball to a target ● To sit, run and glide using a balance bike. ● To hold scissors correctly and cut out large shapes. ● To write letters using the correct letter formation and begin to control the size of letters. ● To begin to add more detail to drawings and paintings ● Fill containers without letting it overflow. <p>Games – additional weekly lesson focusing on developing games skills with outside provider.</p>	<p><u>Key vocab / key questions:</u> Pencil grip, hold, move, handle, control, throw, target, travel, climb, underarm, catch, cut, carefully, detail, pour, scoop, over, under, through.</p> <p>Can you move like a lion? How can you travel over/under/through this obstacle course? What do you need to do to make the ball reach the target? How should you hold the ball to throw it? How do you know if your partner is ready to catch the ball? What detail can you include in this picture to make the animal really recognizable? What tool could you use to add that detail in? What helped you to pour the water into this container without spilling it? What makes a good pencil grip? How should you carry scissors safely? How will you hold your scissors to cut out this large circle? Do you need to turn the scissors or the paper?</p>
<p><u>Specific</u></p>	
<p><u>Literacy</u></p> <ul style="list-style-type: none"> ● To recognise all set 1 single letter sounds and special friends (inc ff, ll, ss, ck) ● To recognise, on sight, red words – 'are, your, you of and said' ● To read 1.6 green words which include set 1 special friends. ● To begin to read 1.7, four sound words. ● To continue reviewing all green words from 1.1 to 1.5. ● To read captions and short sentences during RWI sessions. ● To read books matching their phonics ability ● To form lowercase letters correctly and begin to form some capital letters. 	<p><u>Key vocab / key questions:</u> Books, stories, Fred talk, Fred in your head, tricky words, sentences, uppercase, lowercase, blend, segment, caption, capital letters, full stops, Rhonda the reteller, understand, characters, setting, finger spaces.</p> <p>What happened in the story? Where was the story set? Can you retell the story using your own words? How did the characters behave/feel? Describe the ----- character. What sounds do these letters make? How many sounds in that word? Pinch the sounds.</p>

<ul style="list-style-type: none"> ● To practise memorising and repeating a sentence before writing it. ● To begin to understand that sentences start with a capital letter and end with a full stop. ● To spell words using taught sounds, including some digraphs. ● To write sentences using finger spaces when guided. 	<p>Can you spot the special friends in this word? What do you need to include at the start of writing your name? What needs to go at the end of a sentence? How will you make all of your words separate in the sentence? Can you tell me what you want to say before writing it down? Can you hold that sentence in your head?</p>
<p><u>Mathematics</u></p> <ul style="list-style-type: none"> ● To find one more or one less from a group of up to 8 objects. ● Focus on equal and unequal groups when comparing numbers ● Sort odd and even numbers according to their 'shape' ● Understand that two equal groups can be called a 'double' and connect this to finger patterns ● To recognise numerals 0-10. ● To practise number bonds to 10. ● To join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers ● To know addition facts to make 5. ● To explore the composition of 9 and 10. ● To estimate a number of objects and check by counting. ● Continue, copy and create repeating patterns ● To count back from a given number within 10. ● To compare quantities to 10. ● To explore odd and even numbers. ● To order numbers to 10. ● To begin to understand the two parts within the whole. ● To find the total number of items in two groups by counting on from the first number. ● To take away objects and count how many are left. ● To find the missing number. ● To make their own repeating patterns ABB and ABBC. 	<p><u>Key vocab / key questions:</u></p> <p>Addition, subtraction, plus, takeaway, total, altogether, numbers, numerals, objects, number bonds, estimate, count on, count backwards, compare, order, missing number, 5 frame, 10 frame, whole, part.</p> <p>How many objects are there altogether? Show me on your fingers the partner I need to make 5. How many ways can we make 10? How many more would I need to make 10? Can you show me using a 10 frame? Estimate how many lions are in the pride. Which herd of elephants is the biggest? Can you check this by counting? How will you order these numerals? Are they getting bigger or smaller? How many animals are hiding? What is the missing number? Is this Numicon shape an odd or an even number? How do you know? Can you make the number 6 on the 10 frame? Is it odd or even? How do you know?</p>
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> ● To continue to add photographs of key events and special occasions to build on the class timeline. ● To explore the life of Jane Goodall through the Little People Big Dreams book series. ● To know about figures from the past linked to non-fiction books ● To know that Christians celebrate Easter. ● To know about and recognise the signs of Spring. ● To explore the food of different countries and talk about how it is similar or different to the food they eat. ● To know about features of the area in which they live and talk about how it varies from another location seen in stories 	<p><u>Key vocab / key questions:</u></p> <p>Past, present, month, year, Easter, Spring, changes, seasons, travel, habitats, animals, adapt, country, rain forest, ocean, jungle, woodland, space, planet, astronaut, fair trade</p> <p>What season are we in and how do you know? What signs of new life can we see in Spring? Why is Easter an important celebration for Christians? Does everybody speak English? What other languages do you know? What language do they speak in Spain? Which country is famous for paella, pakora, taco, enchiladas, crepes, wontons? Compare the settings of the stories- What similarities and differences are there? What are the key features of this setting/environment/habitat? Where do bananas come from? What does fair trade mean?</p>

- Develop vocabulary needed to name specific features of the world, both natural and made by people.
- To reflect different locations through drawing and other art work.
- To talk about where food comes from and introduce the concept of 'fair trade.'

Expressive Arts and Design

- To use natural objects to make a piece of art.
- To explore how features of the natural world (animals) can be represented through art.
- To explore the work of an identified artist using paint and collage.
- To share creations and talk about the process.
- To learn about changes when ingredients are mixed when creating pancakes.
- To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)
- To make props and costumes for different role play scenarios.
- To talk about working safely.
- To join in with year group singing/hymn practice time.
- To associate different music with characters and stories.
- To create costumes and resources for role play.

Key vocab / key questions:

Materials, natural objects, creative, glue, PVA, sellotape, masking tape, split pins, animals, patterns (stripes, spots etc), costumes, songs, beat, percussion, tempo, role play.

- What materials will you need?
- Which colours would be best for this?
- How could we join these two materials?
- Which material would work best?
- How can we keep safe when using scissors?
- What kind of music would fit this story?
- What clothes might this character wear? How could we make them?
- Which shapes do we need to create a?
- What will happen if we mix (colours) And ...?
- Would glue or sellotape work better to fix these parts?

R.E

RED – Branch 4 Desert to Garden

HEAR –

Lent is a time to care for others.

Jesus died on a cross. It is a sad time.

Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment).

A simplified version of key events of Holy

Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). The great commandment (Lk 10:25-28).

BELIEVE –

Caring for others in Lent.

Jesus died on a cross.

Jesus rose and we celebrate.

Listen to and talk about the season of Lent and Easter.

Jesus died on Good Friday and rose again on Easter Sunday.

Easter is a celebration that Jesus is with us still.

Easter celebrates new life.

Simple religious symbols in Lent and Easter.

CELEBRATE –

Simple signs of Lent – colour purple, seeds, growing.

Simple signs of Easter – colour white, growth, Easter Garden.

The Church uses purple and ashes as signs of Lent and being sorry.

Representations of Holy Week and Easter:

palms, the cross, Easter gardens, and symbols of new life.

LIVE –

Care for others.

Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs.

Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs.

Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world.

RSHE

Life to the full:

Created to Love Others: Religious Understanding

Created to Love Others: Personal Relationships

World Book Day Thursday 6th March. Wear Blue for Bobby day, Thursday 13th March

Safe Messages

A1, A2, A3, A6, A8

B1, B2, B4, B6, B8, B9

C1, C2, C3, C4, C5, C6, C9, C10

D1,2,3

E4

F7

H1

I1, I2, I3

Topic Resources:

Books to be used:

George and the Dragon

Six Dinner Sid

Little Red

Billy Goats Gruff

The gingerbread man

Jack and the Beanstalk

Goldilocks and the 3 crocodiles

Cinderella is so annoying

The Easter Story

Other resources will be highlighted in the enhancements section for weekly continuous provision planning.