



Reception Medium Term Planning

Topic: Once upon a time



Children will explore a variety of traditional tales, and talk about their understanding of these stories, making predictions and asking questions. We will explore practical activities to embed a love of reading amongst all children.

What will we know, do and understand?	Children will explore a variety of traditional tales. Throughout this topic we will develop imagination and storytelling ability. We will take part in first hand experiences baking, planting and crafting to instil a love of reading. We will understand how stories are structured as we explore each story.
Key vocabulary	Tier 1: castle harp giant wolf leaf flower woods cottage forest dragon tower palace spell knight prince princess king queen witch wizard Tier 2: author illustrator fairy-tale wander wicked magical carriage potion good evil kingdom stem root Tier 3: hero villain plot setting character enchanted moat gatehouse fantasy escape imagination
Inquiry Questions	How are these story settings similar/different? Can you explain whether this character is good or evil? Can you name and label the parts of the plant? Can you retell the story in your own way?

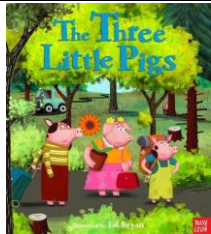
Date W/C	5/1/26	12/1/26	19/1/26	26/1/26	2/2/26	9/2/26	
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Wow Moments	Planting beans	PJ Book Day Police man visit	Baking gingerbread men	Parental Engagement Session	Building 3 little pigs houses	Chinese New Year	
Parental Engagement	<p>Half Termly Meeting with parent's afterschool. Go through what children are learning and how parents can support them at home.</p> <p>Updating website with topic newsletters to ensure parents know what their child is learning</p> <p>Parents invited into Class x1 morning a week before the register to read traditional tales books with the children.</p> <p>Parents invited to join in red riding hoods picnic.</p> <p>Half termly reports sent home to updated parents on their child's progress.</p> <p>Phonics workshop.</p>						

Prime Areas of Learning	
Communication and Language Listening, Attention and Understanding	Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Communication and Language Speaking	Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.

Personal, Social and Emotional Development Self-Regulation	Talk with others to solve conflicts. Become more independent with their learning, learning strategies to help themselves. (Talk about the good and bad characters in traditional tales).
Personal, Social and Emotional Development Managing Self	See themselves as a valuable individual. Select and use activities and resources to achieve a goal (with help when needed). Know and talk about different factors that support their overall health and wellbeing.
Personal, Social and Emotional Development Building Relationships	Help to find solutions to conflicts and rivalries. Build constructive and respectful relationships. Identify special people in our lives, what makes them special, and how special people care for one another.

Physical Development Gross Motor skills	Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing (Visit from dentist); Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Physical Development Fine Motor skills	Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes.

Literacy Key texts	Jack and the Beanstalk		The Three Little Pigs		The Gingerbread Man		
Literacy Comprehension	Talk about and explain their understanding of stories they have read and/or are read to them. Make predictions about what might happen next. Retelling stories discussed during literacy and story time.						
Literacy Word Reading	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read some letter groups that represent one sound. Reading instructions.						
Literacy Phonics	By the end of spring 1, children in reception will blend sounds to read words. Read short Ditty stories						
Literacy Writing	Spell words by identifying the sounds and then writing the sound with letter/s. Begin to write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Spell some common exception words. Form capital letters correctly.						

Mathematics Number	Begin to subitise (recognise quantities without counting) up to 5. Explore the composition of numbers to 10. Experiment with their own symbols and marks as well as numerals. Represent numbers using concrete and pictorial representations Explore the concept of addition as the combining of two parts into a whole using the vocabulary of altogether.
Mathematics Numerical Pattern	Count verbally beyond 20. Understand the 'one more/one less than' relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Identify more or less than a number up to 10.

Mathematics Arc Maths	Addition Subtraction Grouping and sharing Number patterns within 15
Mathematics Vocabulary	Tier 1-First, then, now, group, same, different, share, order, guess, check, first, last Tier 2- Plus, is equal to, takeaway, pair, more, fewer, greater, less, between, before, after Tier 3- Equal, unequal, equal groups, ordinal, sequence

Understanding the World Past and Present	<p>All EYFS to take part in traditions around the worlds - New Year/Chinese New Year Family customs and routines.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Share traditional tales from long ago and talk about how they live. Discuss similarities and differences. Explain to the children that traditional tales are stories that have been around for a long time and that our grandparents enjoyed them when they were little.</p>
Understanding the World People, Cultures and Communities	<p>Children explore the process of planting and growing.</p> <p>Show interest in different occupations.</p> <p>Understand that some places are special to members of their community-The Church, The Mosque, the Synagogue. Name some religious symbols.</p> <p>Recognise some environments that are different from the one in which they live –compare culture/music/art/stories/map/flag/school/capital city/landmarks/animals.</p>
Understanding the World The Natural World	<p>Name and describe some plants children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. After close observation, draw pictures of the natural world, including plants.</p> <p>Understand the effect of changing seasons on the natural world around them (Spring). Plant seeds and care for growing plants (Mother's Day gifts). Lifecycle of a duck (Ugly Duckling) and other animals that lay eggs. Waterproof/absorbent materials-umbrella (3 Little Pigs). Experience different types of scientific enquiry (Comparative and fair testing) –Which is Strongest Biscuit? (Gingerbread Man). Life cycle of a Bean (Jack and the Beanstalk)</p>

Expressive Arts and Design	<p>Children will create collaboratively, sharing ideas, resources and skills.</p> <p>Children will join different materials and explore different textures.</p> <p>Children will explore use and refine artistic effects to express their ideas and feelings - collage, stamping, junk modelling.</p>
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Creating with Materials	Children will weave fabrics to design garments for traditional tale characters.	
Expressive Arts and Design Bring Imaginative and Expressive	<p>Children will develop storylines in their pretend play.</p> <p>Children will play instruments with increasing control to express their feelings and ideas.</p> <p>Children will listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Children will take part in drama reenactment of key texts (traditional tales).</p>	
Kapow Music and Art	Music and movement	Sculpture and 3D: Creation station
Artist	Kandinsky	

RE	Galilee to Jerusalem
RSE	<p>I like, you like, we all like!</p> <p>Good feelings, bad feelings.</p> <p>Let's get real</p> <p>Growing up</p>