



Reception Planning – Ready, Steady Grow Term: Spring 2 2025

	Com & Lang	Physical D	PSED	Literacy	Mathematics	Und the World	Ex Arts & Design
Week 1	<p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p> <p>Link statements and sticks to a main theme or intention. Range 6</p>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Range 6</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Range 6</p> <p>Begins to form recognisable letters independently. Range 6</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Range 6</p>	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Range 6</p> <p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. Range 6</p>	<p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Range 6</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. Range 6</p>	<p>Engages in subitising numbers to four and maybe five. Range 6</p> <p>Match the numeral with a group of items to show how many there are. Range 6</p> <p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>In practical activities, adds one and subtracts one with numbers to 10. Range 6</p> <p>Looks closely at similarities, differences, patterns and change in nature. Range 6.</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG</p>	<p>Expresses and communicates working theories, feeling and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Begins to build a collection of songs and dances. Range 6</p> <p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. Range 6</p> <p>Plays cooperatively as a part of a group to create, develop and act out an imaginary idea or narrative. Range 6</p>
Week 2	<p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p> <p>Link statements and sticks to a main theme or intention. Range 6</p>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Range 6</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Range 6</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Range 6</p>	<p>Understands their own and other people's feelings, offering empathy and comfort. Range 6</p> <p>Talks about their own and others' feelings and behaviour and its consequences. Range 6</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Range 6</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG</p>	<p>Begins to break the flow of speech into words, to hear and say initial sound in words and may start to segment the sounds in words and blend them together. Range 6</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as...lists. Range 6</p> <p>Uses their developing phonic knowledge to write things such as labels. Range 6</p> <p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG</p>	<p>Match the numeral with a group of items to show how many there are. Range 6</p> <p>Increasingly confident at putting numerals in order 0 to 10. Range 6</p> <p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>In practical activities, adds one and subtracts one with numbers to 10. Range 6</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number. Range 6</p>	<p>Makes observations of animals and plants and explains why some things occur, and talks about changes.. Range 6</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things. Range 6</p> <p>Looks closely at similarities, differences, patterns and change in nature. Range 6</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG</p>	<p>*Throughout the Term</p>
Week 3	<p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p> <p>Listens attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ELG</p> <p>Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG</p>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Range 6</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Range 6</p> <p>Begins to form recognisable letters independently. Range 6</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Range 6</p>	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Range 6</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. Range 6</p>	<p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6</p> <p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Range 6</p> <p>Describes main story settings, events and principal characters in increasing detail. Range 6</p> <p>Engages with books at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. Range 6</p>	<p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including numerals, tallies and + or -. Range 6</p> <p>Enjoy tackling problems involving prediction and discussion of capacity, paying attention to fairness and accuracy. Range 6</p> <p>Becomes familiar with measuring tools in everyday experiences and play. Range 6</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. ELG</p> <p>*Throughout the Term</p>	<p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6</p>

Week 4	<p>Extends vocabulary, especially by grouping and naming the meaning and sounds of new words. Range 6</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Range 6</p> <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ELG</p>	<p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Range 6</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Range 6</p> <p>Begins to form recognisable letters independently. Range 6</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Range 6</p>	<p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. Range 6</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity. Range 6</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ELG</p>	<p>Describes main story settings, events and principal characters in increasing detail. Range 6</p> <p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Range 6</p> <p>Begins to link sounds to some frequently used digraphs. Range 6</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Range 6</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6</p> <p>Write simple phrases and sentences that can be read by others. ELG</p>	<p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including numerals, tallies and + or -. Range 6</p> <p>Enjoys reciting numbers from 0 to 10 and back from 10 to 0. Range 6</p> <p>Increasingly confident at putting numerals in order 0 to 10. Range 6</p> <p>Matches the numeral with a group of items to show how many there are. Range 6</p>	<p>Expresses and communicates working theories, feeling and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6</p>
Week 5	<p>Use and understand recently introduced vocabulary during discussions about stories and during role-play. ELG</p>	<p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Range 6</p> <p>Chooses to move in a range of ways, moving freely with confidence, making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, jumping, skipping, sliding and hopping. Range 6</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Range 6</p>	<p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. Range 6</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. ELG</p>	<p>Describes main story settings, events and principal characters in increasing detail. Range 6</p> <p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Range 6</p> <p>Begins to link sounds to some frequently used digraphs. Range 6</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Range 6</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6</p> <p>Write simple phrases and sentences that can be read by others. ELG</p>	<p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number. Range 6</p> <p>Uses number names and symbols when comparing numbers, showing interest in large numbers. Range 6</p> <p>Explore and represent patterns within numbers to 10, including evens and odds and double facts. Range 6</p> <p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>Uses number names and symbols when comparing numbers, showing interest in large numbers. Range 6</p> <p>Estimates of numbers of things, showing understanding of relative size. Range 6</p>	<p>Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG</p> <p>Mak use of props and materials when role playing characters in narratives and stories. Range 6</p> <p>Plays cooperatively as a part of a group to create, develop and act out an imaginary idea or narrative. Range 6</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. ELG</p>
Week 6	<p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p> <p>Listens attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ELG</p> <p>Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG</p>	<p>Chooses to move in a range of ways, moving freely with confidence, making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, jumping, skipping, sliding and hopping. Range 6</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. Range 6</p>	<p>Talks about their own and others' feelings and behaviour and its consequences. Range 6</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. Range 6</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Range 6</p> <p>Work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs. ELG</p>	<p>Describes main story settings, events and principal characters in increasing detail. Range 6</p> <p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Range 6</p> <p>Begins to link sounds to some frequently used digraphs. Range 6</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. Range 6</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6</p> <p>Write simple phrases and sentences that can be read by others. ELG</p>	<p>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Range 6</p> <p>Becomes familiar with measuring tools in everyday experiences and play. Range 6</p>	<p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. ELG</p>

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	Events	PSED	Physical D	Com & Lang	Literacy	Phonics	Mathematics	Und the World	Ex Arts & Design	
Week 1	Assessment Week	PE- Fundamentals: Unit 2 Get Set 4 PE - Throughout the Spring 2 Term-'Places and spaces' Lesson 1 Theme: At the circus Skill: To develop balancing.		Baseline- *Name writing-First name and surname for the more able Listening attentively, responding with relevant questions and comments– particularly during discussion based lessons RE, PSHE. Guided reading – Throughout the Term -Understands who; why; when; where and how questions. Guided reading x3 T, W, TH throughout the Term						
Week 1-ASSESSMENT WEEK										
Week 2	World Book Day 'Read Your Way'- Thursday 6.3.25 Kindness Curriculum March – Honesty	PSHE – Growing Up. Talk about the growth and change of us as humans. Discuss each life stage. Role play some of the things you do at each life stage. What things do we need to help us grow up healthily? Have children bring in/send a picture of when they were a baby and compare this to now, noticing how much we have already changed. Kindness Curriculum – Honesty -Give the scenario taking from the title of our new focus book 'The Runaway Pea'. What is wrong with people running away from problems or if they have done something wrong and not admitted what they have done. The need for 'Honesty' -knowing right from wrong, why it is so important?	PE– Lesson 2 Theme: On safari Skill: To develop running and stopping. * Following the discussion of different foods related to our theme, explore some different vegetables/fruit by preparing them and then tasting them. Using different vocab to describe them. Take a vote when we try each one – do we like it? Discuss that we all may not like the same things and that's ok. Small group work- letter formation and pencil control.	The Runaway Pea Share our new focus story. What are the children's thoughts at intervals throughout the book, asking the children to try and think what might happen next to the 'Runaway Pea'? World Book Day 6th March Sharing our favourite stories/books. Sharing with the class what you like about the book. Listening to peoples opinions and ideas and responding with own thoughts.	The Runaway Pea Focus on writing List of the food items on the plate from the story  Encourage the children to focus on using the lines to write on and the formation of the letters. Use their phonics knowledge.	Phase 3 Review all - ai ee igh oa oo oo ar or ur ow oi ear Review all previous Tricky words- practising spelling of these words.	White Rose- Time Talk about time Order and sequence time NCETM Mastering Number – Counting, ordinality and cardinality Focus on the 'staircase' pattern and ordering numbers	Topic –Foods/Growing Compare foods from around the world. Similarities and differences between families, communities, cultures and traditions. Discussing how we might not always enjoy the same things. Try some different foods, giving opinions on them and describing taste. RE – Which times are special and why? What special times have you had? Have a box full of different items related to different celebrations, including ones from Sukkot, Diwali and Christmas. Children take turns to pick from the box and discuss. Tell the children that everything in this box is linked to Celebrations. What does this mean? Make a mind map of different celebrations that we know. At the end, introduce Grace, Hannah and Samit and introduce that we will be learning all about their celebrations soon.	Garden Centre and Kitchen Role Play – Developing Mud kitchen Outdoors Modelling language to children and providing utensils/tools to recreate real life experiences. Create natural soil/planting/shop area to act out Garden centre role play. Plant pots, pretend flowers, real seeds/bulbs, gardening tools, plants/flowers pictures, signs etc. Kitchen/recipe small role play and writing opportunities inside, main focus for writing and drawing but with kitchen enhancements to promote play. Learn and sing different food related nursery rhymes throughout the term –5 currant buns *Drama based activities.	
Week 3	British Science Week 7-16 March 2025 Change & Adapt theme Camouflage Caterpillars	PSHE – Growing up. Recap about how we grow as humans and what happens as we grow. Talk about the different adults in our life. What do they do as a job/everyday? What would they like to do when they grow up? What will you need to be able to do to get there?	PE– Lesson 3 Theme: Under the sea Skill: To develop changing direction. Small group work- letter formation and pencil control.	The Runaway Pea Re-read the story. Get the children's overall thoughts. Compare their ideas on what they enjoyed the most about the story?  British Science Week Camouflage Caterpillars	The Runaway Pea Focus on writing. Book review Children to draw pictures and write a brief description on what the thought about the story and why? Work on sentence structure.	Phase 3 er air Words with double letters Longer words Reviewing all previous tricky words. Practising spelling of these words.	White Rose- Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more, 1 less NCETM Mastering Number –Comparison Focus on ordering of numbers to 8 Use language of less than	Topic –Foods/Growing *Growing Planting-peas in our outdoors area Looking at different meals/foods. Talking about what is considered healthy and not as healthy. Sort foods into groups. RE – Which times are special and why? What happens at Sukkot and why? Computing – iPad photography of their play ideas. Model correct use.	Observational Drawings – Drawing pictures of the fruit and vegetables from food tasting, paying attention to detail. – In provision. Learn and sing different food related nursery rhymes throughout the term – 10 fat sausages *Drama based activities.	

Week 4	ART Week- Portraiture focus	PSHE – Growing Up. Making observations of how animals and nature grow too. Reflect back on our outside walk and look at pictures taken. Discuss how more animals are born in spring. Observe how an animal grows. Match baby animals to grown up animals, discussing noticeable differences.	PE– Lesson 4 Theme: Space explorers Skill: To develop jumping. Small group work- letter formation and pencil control. Using different utensils, e.g. paintbrushes, pencils, charcoal and different creative tools in provision.	Vocabulary- Reinforce and discuss meanings from sharing the book: *Vocabulary pyramid: Excited Sleek Plump Preening Mumbled Gleeful Eager Ripe Ground Fine Fresh	The Little Red Hen Focus on writing Story structure Write about the beginning of the story. Work on sentence structure.	Words with two or more digraphs Reviewing all previous tricky words. Practising spelling of these words.	White Rose- Building 9 and 10 Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explores even and odd NCETM Mastering Number – Composition Focus on 7	Topic – Foods/Growing Discussing how now it is Spring, plants begin to grow more and more food therefore grows. Look into the role of a farmer. Explore signs of things growing during our outside walk. RE – Which times are special and why? What happens at Diwali and why? Computing – during nature walk, children to each take a picture of an object. Modelling how to carefully hold an iPad and potentially walk with it at the same time.	Nature hunt- Go on a nature hunt outside. Using an iPad to take pictures outside of natural resources they find interesting. Create observational drawings from the photographs. Draw paying careful attention to detail. Learn and sing different food related nursery rhymes throughout the term – I’m a little teapot * ART Week-Portraiture focus-observe and draw a friend-concentrating on the form of the body and the pose they are in.
Week 5		PSHE – Growing Up. Look at the growth progress of the peas and talk about the life cycle of a plant. What does a plant need to be able to grow? Talk about how we need to care for all living things including plants for them to grow and be healthy. Do an experiment of keeping a plant in the cupboard, one without water etc... Look at the progress by the end of the week.	PE – Lesson 5 Theme: at the farm Skill: To develop hopping. Small group work- letter formation and pencil control.	The Little Red Hen Focus on writing Story structure Write about the middle of the story. Work on sentence structure.	Longer words Words ending in -ing Compound words Reviewing all previous tricky words. Practising spelling of these words.	White Rose-Explore 3D shapes Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment NCETM Mastering Number – Composition Doubles-explore how some numbers can be made with 2 equal parts	RE – Which times are special and why? What happens at Christmas and why? What can we say about Christmas, Diwali and Sukkot? Topic- link to PSHE. Look at the progress or changes in the peas that were planted. Looking at the different parts of a plant and what they need.	Mother’s Day – Making Mother’s day cards. Learn and sing different food related nursery rhymes throughout the term – Little Miss Muffet *Drama based activities.	
Week 6	Kindness Curriculum April – Trust	Kindness Curriculum – Trust – children to work in pairs or threes if needed. Work on testing the trust of friends to help ‘Trust’ falls into each other. Discussion about people we can trust in life, share examples; Family members, Police, Teachers etc.	PE– Lesson 6 Theme: into the woods Skill: To explore different ways to travel using equipment. Small group work- letter formation and pencil control. Bread making-When making our recipe, also discussing how to hold utensils correctly and how to keep everyone safe around us. Noticing changes through the cooking/baking process. Describing taste.	The Easter Story RE- Circle Time- Learning about some of the traditions at Easter time – asking relevant questions to further understanding and making comments and giving opinions on discussions.	The Little Red Hen Focus on writing Story structure Write about the end of the story. Work on sentence structure.	Longer words Words with s in th middle /z/ s Words ending -s Words with -es at the end /z/ Reviewing all previous tricky words. Practising spelling of these words.	White Rose- Explore 3D shapes Identify more complex patterns Copy and continue patterns Patterns in the environment NCETM Mastering Number – Composition Sorting numbers according to attributes-odd and even numbers	RE - Which times are special and why? Introduce and explore Easter and Christianity. The Easter Story- Why is Easter celebrated? Topic –Bread making linked to ‘The Little Red Hen’ Making recipe – linked to Literacy learning. Tasting it and giving opinions. Computing – Children taking pictures of themselves and focusing on being able to flip the camera.	Easter arts and crafts – making Easter cards. Learn and sing different food related nursery rhymes throughout the term – Pat-a-cake *Drama based activities.