

# Reception Medium Term Plan - Spring 1

Thames Ditton Infant School 2026-2027

## At a Glance

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| <b>Purpose</b>   | Detailed weekly planning for the Spring 1 half-term, showing how the curriculum is delivered in practice.                 |
| <b>Audience</b>  | Reception teaching team, supply staff, senior leaders and inspectors.                                                     |
| <b>Structure</b> | Six weeks (w/c 5/1/26 – 9/2/26), each driven by a clear enquiry question, broken down across all seven Areas of Learning. |

## Weekly Enquiry Questions

- **Week 1: Back to School & Winter** - How is our world different in winter?
- **Week 2: Transport on Land** - How do people travel on land?
- **Week 3: Transport on Water & Air** - How do people travel on water and in the sky?
- **Week 4: Journeys & Maps** - Where could a journey take us?
- **Week 5: Chinese New Year** - How do families celebrate Chinese New Year?
- **Week 6: People Who Help Us** - Who helps us in our community and how?

## Planning Format

Every week is planned across all seven Areas of Learning using a consistent six-column format, demonstrating careful and thoughtful planning:

- **Knowledge** - what children will know.
- **Skills** - what children will be able to do.
- **Possible Provision** - adult-led inputs and continuous provision.
- **Implementation** - adult role and environment.
- **Impact** - observable outcomes (linked to ELGs).

## Curriculum Coherence in Practice

- **Mathematics** follows White Rose: 'Counting and comparison to 5' (Block 1) - introduce zero, find and subitise 0–5, represent 0–5, one more and one less, composition of 5, conceptual subitising; 'Mass and capacity' (Block 2) - compare mass, find a balance, explore and compare capacity; 'Growing 6, 7, 8' (Block 3) - find, represent and compare 6, 7 and 8, one more and one less, composition, making pairs (odd and even), combining two groups, doubles and conceptual subitising to 8.

- **Phonics** follows Little Wandle: Phase 3 long-vowel digraphs and trigraphs (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er), with end-of-phase review moving into the start of Phase 4 (CCVC words); Phase 3 tricky words (was, you, they, my, by, all, are, sure, pure) secured; three weekly reading-practice sessions continued.
- **PSED** follows Jigsaw: Unit 3 'Dreams and Goals' - setting personal goals, resilience and 'YET' language, perseverance, celebrating success, road safety and 999, and aspirations for the future.
- **RE** addresses the 'What makes a place special?' enquiry, helping children to talk about places of meaning to themselves and to others, including a focus on Chinese New Year.

## Cross-Subject anchors

- Real, hands-on experiences: winter welly walk, ice-and-water experiments, trike and scooter track, float-and-sink investigation, junk-modelled vehicles, Chinese New Year dragon parade and artefacts, and a local map-and-journey trail.
- Explicit vocabulary teaching every week - winter words (frost, ice, hibernate), transport words (vehicle, engine, ferry, submarine), direction language (left, right, forward, back), and celebration words (dragon, lantern, zodiac).
- Clear sentence stems and talk frames in every Area of Learning - 'I noticed...', 'I wondered...', 'A \_\_\_ travels on/in \_\_\_', 'First... then... finally...' - to deepen oracy and reasoning.
- Year 1 readiness foregrounded: the bouncy and zig-zag letter families taught (KFKS 4/5) with the tripod grip secured (KFKS 6), numerals 0–9 formed (KFKS 7), and number bonds built towards 10 (KFKS 10).

# Reception Medium Term Plan - Spring 2

Thames Ditton Infant School 2026-2027

This summary provides a concise overview of the Spring 2 Medium Term Plan for inspectors. The full document evidences how the curriculum intent translates into rigorous, day-by-day classroom practice across all seven Areas of Learning.

## At a Glance

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| <b>Purpose</b>   | Detailed weekly planning for the Spring 2 half-term, showing how the curriculum is delivered in practice.                   |
| <b>Audience</b>  | Reception teaching team, supply staff, senior leaders and inspectors.                                                       |
| <b>Structure</b> | Six weeks (w/c 23/2/26 – 30/3/26), each driven by a clear enquiry question, broken down across all seven Areas of Learning. |

## Weekly Enquiry Questions

- **Week 1: Our World - Continents & Countries** - What countries make up our world?
- **Week 2: Hot & Cold Places** - How is life different in hot and cold places?
- **Week 3: Space & Planets** - What is beyond our world?
- **Week 4: Astronauts & Rockets** - How do astronauts travel to space?
- **Week 5: Our World – A Trip to Italy** - How is life different in other countries?
- **Week 6: Easter Around the World & Spring** - How do families celebrate Easter and welcome spring?

## Planning Format

Every week is planned across all seven Areas of Learning using a consistent six-column format, demonstrating careful and thoughtful planning:

- **Knowledge** - what children will know.
- **Skills** - what children will be able to do.
- **Possible Provision** - adult-led inputs and continuous provision.
- **Implementation** - adult role and environment.
- **Impact** - observable outcomes (linked to ELGs).

## Curriculum Coherence in Practice

- **Mathematics** follows White Rose: 'Length, height and time' (Block 4) - explore and compare length, explore and compare height, talk about time, order and sequence the day; 'Building 9 and 10' (Block 5) - find, compare and represent 9 and 10, conceptual subitising, one more and one less, composition of numbers to 10, number bonds to 10 (two and three parts) and doubles to 10.

- **Phonics** follows Little Wandle: Phase 4 - CVCC and CCVC words, words with two or more digraphs, suffixes (-ing, -ed, -s, -es), compound words and longer words with adjacent consonants; all Phase 3 and Phase 4 tricky words taught reviewed; reading with growing automaticity across three weekly reading-practice sessions.
- **PSED** follows Jigsaw: Unit 4 'Healthy Me' - a healthy body, looking after our teeth, exercise, keeping safe, medicine safety (with the NSPCC PANTS rule revisited) and reflecting on healthy choices.
- **RE** addresses the 'What can we learn from stories?' enquiry - children explore stories that travel across cultures, creation and origin stories, life and traditions in another country (Italy), and the Easter story, giving plural and respectful exposure to different beliefs and cultures.

## Integrated learning characteristics

- Real, hands-on experiences: globe and atlas exploration, world-food tasting, hot-and-cold sorting with real artefacts, a class rocket build, splatter-paint starry skies, a 'trip to Italy' role-play day (airport, aeroplane and Italian piazza with a pizzeria) and Easter egg decorating.
- Explicit vocabulary teaching every week - geography words (country, continent, flag, capital), climate words (desert, polar, equator, tropical), space words (planet, orbit, galaxy, astronaut) and seasonal words (bud, shoot, blossom, daffodil).
- Clear sentence stems and talk frames in every Area of Learning - 'My family is from...', 'similar to / different from...', 'I wonder... I think... because...' - to extend reasoning and comparison.
- Year 1 readiness foregrounded: all four letter families reviewed and applied (KFKS 2/3/4/5), the tripod grip automatic for most (KFKS 6), numerals 0–9 secure (KFKS 7), and number bonds and doubles to 10 building towards recall (KFKS 10).