



**What a Wonderful World** TTS – Talk Through Stories      Wr – writing focus

	Wk 1 wb. 20/04 What's your Habitat? Bank holiday Monday	Wk 2 wb. 27/04 Bun on the run	Wk 3 wb. 04/05 Bun on the run Sports Week	Wk 4 wb. 11/05 Kenya School trip	Wk 5 wb. 18/05 Kenya
<b>Literacy</b>	What's your Habitat - writing focus	<p>The bun on the run – writing focus</p> <p>I do – 'Bernard/He left the shop.' We do – 'Down the road was a...' (children have pictures with labelled body parts e.g. shark (tail, fin, teeth), cow (spots, udder, hoof, ears, tail), stork (big wings, feet, long neck), pig (pink skin, hair, short legs) etc. and all agree on a picture together to write about. You do – 'It had ....'</p> <p>I do – 'Bernard/He ran off.' We do – 'In the park was a ...' (children have pictures with labelled body parts e.g. shark (tail, fin, teeth), cow (spots, udder, hoof, ears, tail), stork (big wings, thin legs, long neck) etc. and all agree on a picture together to write about. You do – 'It had 2 ....'</p> <p>I do - You can stomp, stomp, stomp. We do - You can run, run, run. But you cannot get me. I am Bernard the bun. Shark I do - You can hunt, hunt, hunt. We do - You can swim, swim, swim. But you cannot get me. I am Bernard the bun.</p>	<p>The bun on the run – writing focus</p> <p>I do – 'Bernard/He left the shop.' We do – 'Down the road was a...' (children have pictures with labelled body parts e.g. shark (tail, fin, teeth), cow (spots, udder, hoof, ears, tail), stork (big wings, feet, long neck), pig (pink skin, hair, short legs) etc. and all agree on a picture together to write about. You do – 'It had ....'</p> <p>I do – 'Bernard/He ran off.' We do – 'In the park was a ...' (children have pictures with labelled body parts e.g. shark (tail, fin, teeth), cow (spots, udder, hoof, ears, tail), stork (big wings, thin legs, long neck) etc. and all agree on a picture together to write about. You do – 'It had 2 ....'</p> <p>I do - You can stomp, stomp, stomp. We do - You can run, run, run. But you cannot get me. I am Bernard the bun. Shark I do - You can hunt, hunt, hunt. We do - You can swim, swim, swim. But you cannot get me. I am Bernard the bun.</p>	Elmer – writing focus	Elmer – writing focus
<b>Talk through Stories (TTS)</b>	<p><b>What's your habitat?</b> Sarah Leidhold</p> <p>Habitat Den Lodge Hive Nest Ocean</p> 	<p><b>What's your habitat?</b> Sarah Leidhold</p> <p>Habitat Den Lodge Hive Nest Ocean</p> 	<p><b>Zanzibar (poetry)</b></p> <p>Caterpillar Willow Wandered Twig Shrink Hummingbird Fluttered Scarlet</p>	<p><b>Elmer</b></p> <p>slipped away (slip away) absolutely serious burst gaspd celebrate decorate (decorated, decorating)</p>	<p><b>Elmer</b></p> <p>slipped away (slip away) absolutely serious burst gaspd celebrate decorate (decorated, decorating)</p>

Reception Medium Term planning – Term 5 2026

<b>Phonics</b>	Phase 4 – adjacent consonants	Phase 4 – adjacent consonants	Phase 4 – adjacent consonants	Phase 4 – adjacent consonants	Phase 4 – adjacent consonants
<b>Mathematics</b>	To 20 and beyond	To 20 and beyond	How many now?	Manipulate, compose and decompose	Manipulate, compose and decompose
	<p>Key questions –</p> <ul style="list-style-type: none"> <li>How will you build the number 10/11/12/13? <ul style="list-style-type: none"> <li>Where can you find 10/11/12/13? <ul style="list-style-type: none"> <li>What number have you built?</li> </ul> </li> </ul> </li> <li>What do you notice about that number? <ul style="list-style-type: none"> <li>What number comes after ___?</li> <li>What pattern can you see?</li> <li>How will you build the number ___?</li> <li>Where can you find the number ___?</li> </ul> </li> <li>What number have you built? What do you notice? <ul style="list-style-type: none"> <li>What number comes before ___?</li> </ul> </li> <li>What number shall we start counting from?</li> </ul>		<ul style="list-style-type: none"> <li>Key questions –</li> <li>How many are there?</li> <li>How many were there first?</li> <li>How many are there now? <ul style="list-style-type: none"> <li>How many are there altogether?</li> </ul> </li> <li>How many were added? <ul style="list-style-type: none"> <li>How many are left?</li> </ul> </li> </ul> <p>How many were taken away?</p>	<p>Key questions –</p> <p>Which shapes will you need? Why have you chosen a ___? Which shape will match?</p> <p>What shapes have you used to make your picture? How did you make the shape fit? How did you manipulate the shape to make it fit?</p> <p>Which shapes will you need to use? How have you moved the shape/shapes? How have you made your picture? How would you describe your picture? How are the shapes arranged? Which shapes have you used? How can you explain your model? What shape have you made? How many shapes did you use? Can you make a shape in a different way? Which shapes did you need to rotate?</p>	<p>Key questions –</p> <p>Which shapes did you separate? What is your new shape? What are your new shapes? What happens when you fold your shape? Which shapes can you see? Which shapes can you see inside other shapes? Why have you used those shapes? How have you moved your shape to match the picture? How is the shape positioned? What shapes can you see? Where can you see a ___? Why have you chosen that shape? Is that the best 3-D shape to use?</p>
<b>PSED</b>	Welcome back – check in and recap of last term	Relationships My family and me	Relationships Make friends, make friends, never ever break friends	Relationships Falling out and bullying	Relationships Being the best friends we can be
<b>Expressive Arts and Design</b>	Shadow and shading: Van Gough – still life fruit bowl  To recognise still life pictures. To recognise the work of various artists.  Charanga – Big Bear Funk	Shadow and shading: Morandi – still life vase  To create observational drawings.  Charanga – Big Bear Funk	Shadow and shading: Walton – still life scales and fruit  To explore still life and develop observational skills.  Charanga – Big Bear Funk	Sunset pictures with shadow animals  To observe and represent the beauty of the natural world.  Charanga – Big Bear Funk	Sunset pictures with shadow animals  To create art using silhouettes and backgrounds (African savannah) Link back to use of shade/light.  Charanga – Big Bear Funk
<p><b>Key Vocabulary</b> still life, light, colour, shadow, position size, fruit, nature, shading, Africa, silhouette</p>					

Reception Medium Term planning – Term 5 2026

<b>Understanding the World</b>	Forest school (HB)  Habitats – Lesson 1 Understand what a habitat is and why it is important for living things  Habitats – Lesson 2 Describe the grounds of the school/ garden habitats in the UK and describe the features of the plants that might grow there	Forest school (HB)  Habitats – Lesson 3 Name and describe animals that live in garden habitats in the UK/ the grounds of the school  Habitats – Lesson 4 Describe a desert habitat and the features of plants that might grow there	Forest school (HB)  Habitats lesson 5 - Compare the garden and desert habitats and identify similarities and differences  Habitats lesson 6 - Compare and contrast animals that live in deserts to those that live in gardens and the school grounds in the UK	Forest school (HB)  Kenya – Lesson 1 Know where Kenya is located in the world and begin to understand that it is part of Africa  Kenya – Lesson 2 - Understand what the climate and weather is like in Kenya and how this compares to that of the UK in different seasons	Forest school (HB)  Kenya – lesson 3 Describe key features of the savannah landscape found in Kenya comparing it to the area where the school is located  Kenya – Lesson 4 Identify and describe animals found in the savannah, comparing them to animals found in the UK
<p style="text-align: center;"><b>Habitats -</b> Habitat, living things, food, water, shelter, survive, adapt, garden, soil, plant, tree, leaf, leaves, flower, roots, insect, bird, mammal, worm, hedgehog, beak, feathers, desert, sand, cactus, spikes, shade, hot, compare, same, different, weather, rain, sunlight, grow, lizard, camel, scorpion, hibernation, nocturnal, fur, scales, reptile</p>				<p style="text-align: center;"><b>Kenya -</b> Kenya, Africa, country, continent, globe, map, travel, far away, weather, climate, hot, dry, rainy, seasons, sunshine, temperature, savannah, grasslands, landscape, tree, bush, river, hills, flat, lion, elephant, giraffe, zebra, cheetah, fox, hedgehog, wild animals, house, hut, village, city, building, roof, brick, wood, food, farm, banana, maize, tea, coffee, potato, wheat, similar, different, geography, city, village, nature, transport, jobs</p>	
<b>RE</b>	Discovery – story time – what can we learn from stories? Focus – The Boy Who Cried Wolf	Discovery – story time – what can we learn from stories? Focus – The Crocodile and the Priest	Discovery – story time – what can we learn from stories? Focus – Bilal and the Beautiful Butterfly	Discovery – story time – what can we learn from stories? Focus – The Gold Giving Serpent	Discovery – story time – what can we learn from stories? Focus – Best Friends (a story from Asia)
<p><b>Key Vocabulary</b> Story, moral, Villagers, Lies, Shepherd, Truth, Honest, Crocodile, Priest, Sikh, Equal, Muslim, Islam, Allah, creation, Snake, Serpent, India, Greedy, Grateful, Elephant, Best, Friends, Coin, Jesus, Christians, God, Love</p>					
<b>Physical Education</b>	Get Set 4 PE – Ball Skills unit 1 Forest school – HBs and LBs	Get Set 4 PE – Ball Skills unit 1 Forest school – HBs and LBs	<b>Sports Week</b> Forest school – HBs and LBs	Get Set 4 PE – Ball Skills unit 2 Forest school – HBs and LBs	Get Set 4 PE – Ball Skills unit 2 Forest school – HBs and LBs
<p><b>Key Vocabulary –</b> Bounce, catch, dribble, hit, kick, points, roll, run, safely, score, space, target, throw, ball, partner, ready, caught, jog, rules, safe, stop, team, turn, aim, gallop, hop, jump, lose, tag, win</p>					