



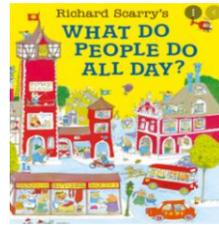
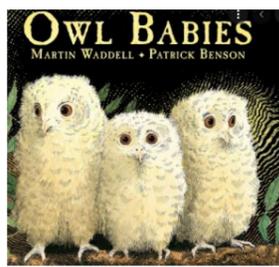
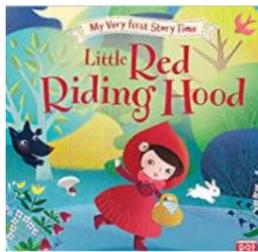
Reception Medium term planning

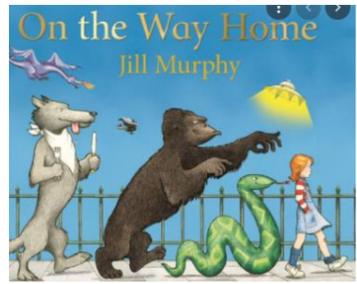
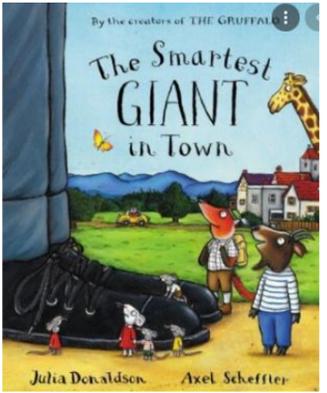
Themes: My family and my community

Autumn 1 Enquiry Question - How can I help myself and others?



Communication & Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the world	Exploring media and materials
<p>Engage in story times.</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Develop social phrases. • Learn new vocabulary and use new vocabulary through the day. • Learn rhymes, poems and songs. • Describe events in some detail. 	<p>Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> • Manage their own needs. 	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, coordination • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine -being a safe pedestrian 	<p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read a few common exception words matched to the school's phonic programme. <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. 	<p>Counts objects, actions and sounds.</p> <ul style="list-style-type: none"> • Link numeral with its cardinal number value. • Subitise • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Compare lengths, weight and capacity • Continue, copy and compare patterns 	<p>Explore the natural world around them.</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Name and describe people who are familiar to them. • Talk about members of their immediate family and community. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Develop storylines in their pretend play

	Book / story of the week	Key Learning Intent:	Enrichment experiences:	Vocabulary:
Week 1 6.9.21		My Family - who is in my family, my home. What we do together. Look at different parts of the book and use for class discussions - baseline link to families	Baseline link - Paint themselves CAL/ Writing - draw a picture of your family add labels.	Families, Home, House, Siblings, Parents, Grandparents, relatives, different, same, special
Week 2 13.9.21		To discuss what do our families do when we are at school? Link to baseline - different occupations Farms Link to construction EAD Link in compare lengths, weights	Baseline link - Build using a range of construction Link occupations CAL - Discuss families and jobs they do PSED - Discuss parents at home/ work while children in school	Work, job, occupation, older, construct, imagine.
Week 3 20.9.21		To discuss people at home who keep them safe To share information about brothers and sisters and different families To discuss what we do at night time (routines) To ensure children know how to keep safe in school without Mummy's and Daddy's? (embed school rules) To compare owls and discussion which owl might be the youngest To begin learning about numbers 1-5 (link White Rose use Owl family and own family) To draw and label the owls, nest and Mum. (Link in Ruby's Worries - to know the importance of sharing your worries)	Explore the Forest and use natural resources to build a nest for the owls. (Comparing lengths of sticks whilst building nest) Link to 3 little dicky birds.	Worries, emotions, problem, help, share, jobs, occupation, parents, home, family, safety, compare, length, habitat, owl, flew. Book Vocab: Hunt, lose, fuss, dark, brave, silent, night
Week 4 27.9.21		To discuss family member who we like to visit To share ideas on how we could help member in our family To have a good understanding of what a stranger is and the rules around strangers. To learn about our body parts and the wolfs big teeth. To learn about road safety using our new outdoor track To help Little Red Riding Hood to pack a healthy lunch for Grandma	Make a fruit salad for Grandma adding only healthy items. Link to Head, shoulders, knees and toes.	Stranger, family, healthy, unhealthy, compare, worries, emotions, safety, help, grandparents, teeth, eyes, nose, ears, body parts, characters. Book Vocab: Wolf, happily, suddenly, shocked, frightened.

<p>Week 5 4.10.21</p>		<p>To discuss being honest and telling the truth To talk about things that we might see on our way home from school. To talk about character within the story that are familiar to us. To know how to be a safe pedestrian To act out a range of different journeys home within small world and role play areas. To use the road track in the outdoor area to practice being a safe pedestrian.</p>	<p>Visit the traffic lights outside of school to learn about safe crossing. Link to the green cross code - Think! Hedgehogs</p>	<p>Characters, journey, community, special, truth, honesty, imagination, friends, question, answer, pedestrian, roads, safety, traffic, stop, go, wait. Book Vocab: truth, honesty, sneaking, knee, vast. Hairy, snappy, saucer, gigantic</p>
<p>Week 6 11.10.21</p>		<p>To travel like the different characters would in the story i.e. jump like the rabbit. To focus on independent self-care skills i.e. putting on own coat. To share experiences that the children have had where they have helped a friend. To focus on helping others and being a 'good friend' To learn about places in their community that help others i.e. charity shops, police station, firemen, places of worship.</p>	<p>To bring in an old toy or piece of clothing to donate to our local charity shop. A member of the charity shop will come to collect the donated items.</p>	<p>Charity, community, care, independent, self-care, help, friend, worship, travel, consideration, Biddulph, Knypersley, school, town. Book Vocab: giant, town, different, early, large scruffiest, old, smart, strode, loudly.</p>
<p>Week 7 18.10.21</p>		<p>To learn about teamwork and being a good team member to support building respectful relationships. To think about things that we have baked at home and who we baked with. To think about things that we might pick during harvest and how the natural world around them makes things grow. To discuss healthy and unhealthy foods. To retell a story using prompts and own resources. To follow the journey of the items of food that we donate. To understand that some families may not be as lucky as their own.</p>	<p>Celebrate Harvest and learn about the journey of a piece of wheat. Try different types of bread and discuss healthy eating. (use a knife to apply spread of choice). Take part in whole-school harvest festival. Songs - To learn Hymes ahead of whole school Harvest festival.</p>	<p>Harvest, celebrate, charity, support, community, families, grow, change, farm, share, support, town, share, healthy, unhealthy, wheat, bake, bread, stubborn, selfish. Sensory Vocab: Taste buds, touch, taste, bright, hard, soft, smooth, light, dark, sweet, sour, lumpy, smell, see, hear. Book Vocab: Cozy, mended, hoed, grains, wheat, grow, ground the flour, poured.</p>