



## Reception Medium term planning

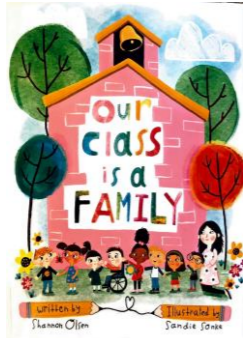
### Themes: Myself and the World around me

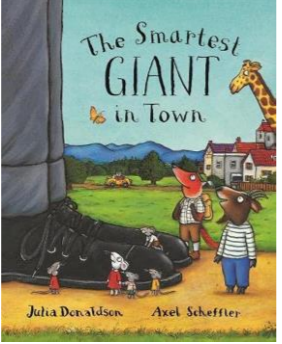
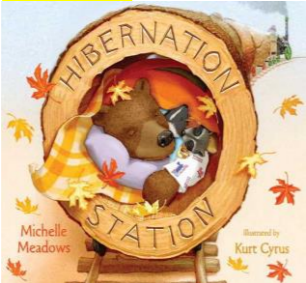
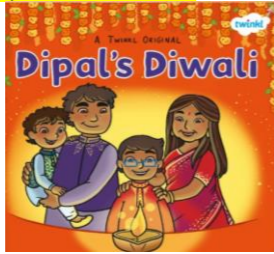
#### Autumn Term

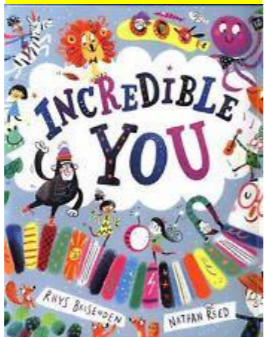
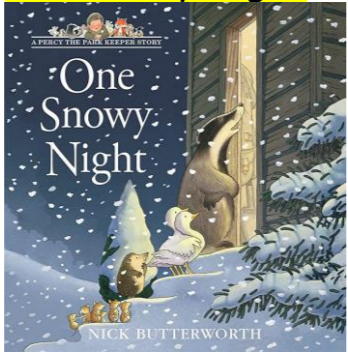


Communication & Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the world	Exploring media and materials
<ul style="list-style-type: none"> <li>Engage in story times.</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Develop social phrases.</li> <li>Learn new vocabulary and use new vocabulary through the day.</li> <li>Learn rhymes, poems and songs.</li> <li>Describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> </ul> <p>Manage their own needs.</p>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing</li> <li>Develop overall body-strength, balance, coordination</li> <li>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.</li> <li>Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen</li> </ul> </li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul> <p>Read a few common exception words matched to the school's phonic programme.</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p>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. (Lifted from Physical development)</p>	<ul style="list-style-type: none"> <li>Counts objects, actions and sounds (up to 5).</li> <li>Link numeral with its cardinal number value.</li> <li>Subitise (up to 5).</li> <li>Understand the 'one more than' relationship between consecutive numbers</li> <li>Explore composition (within 5)</li> <li>Compare sets of objects by matching.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Compare lengths, weight and capacity</li> <li>Continue, copy and compare patterns</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Name and describe people who are familiar to them.</li> <li>Talk about members of their immediate family and community.</li> <li>Understand that some places are special to members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Develop storylines in their pretend play.</li> </ul>

		<p>time' - having a good sleep routine being a safe pedestrian</p>				
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	Core Text	Key Learning Intent:	Enrichment experiences:	Links to Key Stage 1 themes
<b>Baseline Assessment</b>	Starting School/ Transition/ Emotions books.	<ul style="list-style-type: none"> <li>• Complete baseline assessments</li> <li>• Learn our classroom systems and routines one at a time e.g. learning ladder, snack area, rainbow challenge etc (establish and secure one system before moving to the next).</li> <li>• Share the story The Colour Monster. -emotions boards</li> <li>• Begin to talk about the characteristics of effective learning (Whatever next-active learning).</li> </ul>		
<b>Myself/Family</b>	<p><b>Our Class is a Family</b></p> 	<ul style="list-style-type: none"> <li>• We will talk about our homes and describe people who are familiar to us.</li> <li>• We will talk about our home routines including how we stay healthy e.g. brushing teeth.</li> <li>• We will continue to discuss our school rules.</li> <li>• We will talk about about members of our immediate family and community.</li> <li>• We will begin to build on our classroom routines</li> <li>• We will build constructive and respectful relationships with the staff and children in reception. We will join in and learn how to show respect.</li> <li>• We will share the book-The colour of us and paint pictures of ourselves.</li> <li>• We will draw and label our homes and families.</li> </ul> <p><u>Vocabulary</u> Home, family, parents, carers, grandparents, same, different, respect</p>	Children will be asked to bring in photographs of their family, home or community to share and discuss.	<p>Children will learn about their family. In year 1 children compare life for their grandparents to life today. Children in reception will understand their family structure in preparation for year 1.</p> <p>Reception children will explore their family history during the spring term.</p>
<b>My Town</b>	<b>The Smartest Giant in Town</b>	<ul style="list-style-type: none"> <li>• We will learn about Biddulph and some of the key places that make up our town e.g. our school, supermarkets, places of worship, parks, town hall etc.</li> <li>• We will understand that some places are special to members of our community.</li> <li>• We will know what makes our town special e.g. community events, Biddulph in Bloom etc.</li> <li>• We will practise being safe pedestrians using the track.</li> <li>• We will learn about all the things that make a good friend.</li> <li>• We will learn about kindness and how we can help others in our community e.g. charity donations.</li> </ul>	<p>Visit the crossing outside of our school to learn about road safety. We will learn about the green cross code- Think! Hedgehogs.</p> <p>Bring in an old toy or piece of clothing to donate to our local charity shop.</p>	<p>Children in reception will learn about their town today. This will support learning on our local area in the past that is studied in year 1.</p> <p>Children will need a good understanding of their town.</p>

		<ul style="list-style-type: none"> <li>We will think about our journey to school and create models or maps to show what we see on our way.</li> </ul> <p><u>Vocabulary</u> Town, community, care, kindness, travel, Biddulph, Knypersley, school, journey, pedestrian, road safety, traffic.</p>		<p>They will use their knowledge of the features of the local area to compare where they live to other environments both in the UK and the wider world in the summer term. They will build on this further in Key Stage 1 where they will use their geographical skills to locate areas of the UK.</p>
<p><b>My World- Autumn/Harvest</b></p>	<p><b>Hibernation Station</b></p> 	<ul style="list-style-type: none"> <li>We will explore the natural world around us by going on a 'Wellie Walk' to see what we can find.</li> <li>We will explore the natural objects that we collect to use in our provision e.g. for creating artwork and models, imaginative play, mathematic skills etc.</li> <li>We will look for signs of autumn and know the key changes.</li> <li>We will learn about hibernation and know why some animals hibernate.</li> <li>We will know and talk about the importance of sleep.</li> <li>We will continue to build positive relationships, using the story to talk about what makes a good friend.</li> <li>We will learn about harvest through the story The Little Red Hen. We will learn about working together.</li> <li>We will explore healthy and unhealthy foods.</li> <li>We will learn and perform a song with actions for our harvest celebration.</li> </ul> <p><u>Vocabulary</u> Autumn, season, hibernate, harvest, share, change, healthy, unhealthy</p>	<p>Explore our school woodland</p> <p>Take part in our school harvest celebrations.</p> <p>Taste test different breads.</p>	<p>In year 1 children study seasonal changes across all four seasons. Reception children will need to know about the different weathers associated with seasons.</p> <p>In year 1 children will compare different animals. Children in Reception will learn the names of animals to provide a strong foundation for year 1.</p> <p>Children in reception also begin to form some understanding of habitats in preparation for key stage 1.</p>
<p><b>Celebrations</b></p>	<p><b>Dipal's Diwali</b></p> 	<ul style="list-style-type: none"> <li>We will learn about Diwali and know that this is a special time for members of our community.</li> <li>We will understand that some places are special to members of our community.</li> <li>We will talk about celebrations that we have experienced.</li> <li>We will use the artist Kandinsky and look at rangoli patterns to inspire our own artwork.</li> <li>We will listen attentively, move to and talk about music often used in Hinduism celebrations, expressing our feelings and responses.</li> </ul> <p><u>Vocabulary</u> Diwali, diya, rangoli pattern/design, celebration, temple, pray, feast</p>	<p>We will learn about remembrance - Visit to the local war memorial monument. Deliver painted poppies to the town hall.</p>	<p>In Key stage 1, children explore a range of celebrations and learn how people prepare for celebrations in different faiths. In reception, children will learn that people celebrate in different ways. They will learn about celebrations from a range of faiths including Christmas, Diwali and Eid.</p>

<p><b>My Inspiration</b></p>	<p><b>Incredible You</b></p> 	<ul style="list-style-type: none"> <li>• We will learn about members of our community.</li> <li>• We will share our knowledge of different jobs, including the jobs of our family members.</li> <li>• We will describe different occupations.</li> <li>• We will look at a range of scenarios to decide who we might need to help.</li> <li>• We will use role play to explore and understand different occupations within our community.</li> <li>• We will think and talk about the jobs that we might like to do and why.</li> <li>• We will share our talents.</li> </ul> <p><u>Vocabulary</u> career, inspire, talent</p>	<p>Visits from local occupations</p> <p>Talent Show</p>	<p>In key stage 1 children continue to broaden their knowledge and understanding of different careers.</p>
<p><b>My World-Winter</b></p>	<p><b>One Snowy Night</b></p> 	<ul style="list-style-type: none"> <li>• We will explore the natural world around us.</li> <li>• We will compare autumn to winter and discuss the changes.</li> <li>• We will know how the changes in winter affect us e.g. needing to wear warmer clothes.</li> <li>• We will revisit our learning on healthy sleep behaviours.</li> <li>• We will talk about how we might help others.</li> <li>• We will know how to help animals in winter.</li> </ul> <p><u>Vocabulary</u> Freezing, shivering, winter, change, season, frost</p>	<p>Join in with Christmas celebrations.</p> <p>We will take part in a nativity play.</p> <p>Cræete bird feeders.</p>	<p>In year 1 children study seasonal changes across all four seasons. Reception children will need to know about the different weathers associated with seasons.</p> <p>In year 1 children will compare different animals. Children in Reception will learn the names of animals to provide a strong foundation for year 1. Reception children also learn to respect and care for animals.</p>