




**Reception Medium term planning**  
**Themes: Myself and the World around me**  
**Autumn Term**

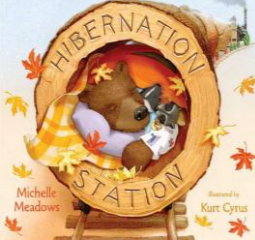
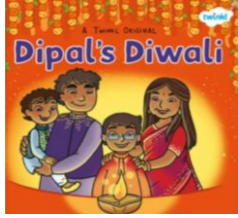


Communication & Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the world	Exploring media and materials
<ul style="list-style-type: none"> <li>Engage in story times.</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Develop 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 time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</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. <b>(Lifted from Physical development)</b></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>

	Core Text	Key Learning Intent:	Enrichment experiences:	Prior Learning from Nursery	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>	Our Class is a Family 	<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.  <b>LFL (D.T.) – Build a house in construction/junk modelling</b>	Children share experiences of siblings.  Children know about their immediate family.  Children know why families are important.	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.  Reception children will explore their family history during the spring term.
<b>My Town</b> <b>2 weeks</b>	The Smartest Giant in Town	<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</li> </ul>	Visit the crossing outside of our school to learn about road safety. We will learn about the green cross code- Think! Hedgehogs.  <b>Lollipop person week 2</b>  <b>police visit offer to come in for week 1</b>	Children can recognise things in Biddulph e.g. school, park, shops.	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.  Children will need a good understanding of their town. 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

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		<p>track.</p> <ul style="list-style-type: none"> <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> <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>Bring in an old toy or piece of clothing to donate to our local charity shop.</p>		<p>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>2 weeks</b></p>	<p>Hibernation Station</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>LFL (Geog) - Explore our school woodland</p> <p>LFL (RE) (Music) - Take part in our school harvest celebrations. Sing as a group.</p> <p>LFL (Music) – experience a musical production, watch Harvest celebrations of other year groups.</p> <p>LFL (Science) – observe/track a changing tree</p> <p>LFL (Art) – making artwork with natural resources – leaf printing</p> <p>Taste test different breads.</p>	<p>Children can recognise signs of autumn.</p> <p>Children can recall some celebrations in autumn e.g. bonfire night.</p> <p>Children can name some autumn animals e.g. hedgehog squirrel.</p> <p>Harvest celebration.</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>2 week</b></p>	<p>Dipal's Diwali</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,</p>	<p>We will learn about remembrance -</p> <p>LFL (History) - Town hall council to come into school and talk about the war monument. Class to give painted poppies to the town hall</p> <p>LFL (RE) – engage in calendar traditions, clay tealight(?)</p>	<p>Children learn about bonfire night</p> <p>Children focus on the artist Jackson pollock and create patterns.</p> <p>Children focus on gross motor using streamers.</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>

		pray, feast			
<p><b>Jack Frost</b></p> <p>The Christmas Pine This week has been changed from 'Incredible You' this is due to ongoing refining and reflecting to ensure our cohort needs and next steps are met</p> <p><b>2 weeks</b></p>	Jack Frost	<ul style="list-style-type: none"> <li>To understand how the environment will change when things begin to freeze and frost appears.</li> <li>To move in a range of different ways to represent a snowflake falling.</li> <li>To discuss friendship and making our friends feel loved and cared for.</li> <li>To explore frost outside and notice what happens to it throughout the day.</li> </ul> <p><u>Vocabulary</u> Frost, freeze, winter, melt, ice</p>	LFL (Geog) - To explore signs of winter in the woodland area i.e. crunching leaves (weather walk)	<p>Children can recognise some signs of winter.</p> <p>Children can recall some celebrations in winter</p> <p>Children can name winter animals and know that what hibernating means.</p>	In key stage 1 children continue to broaden their knowledge of seasons and what each season brings to the world. In Year 1 children learn to notice changes over time.
<p><b>The Christmas Pine</b></p> <p>This week has been changed from 'Incredible You' this is due to ongoing refining and reflecting to ensure our cohort needs and next steps are met</p> <p><b>2 weeks</b></p>	The Christmas Pine	<p>Understand that some places are special to members of their community- discuss how the local community of Biddulph changes around Christmas time</p> <ul style="list-style-type: none"> <li>Discuss how the tree grew over time and how we care for them.</li> <li>Can children decorate their own Christmas tree in art session</li> <li>Children will decorate their class Christmas tree and discuss special times in their homes around Christmas</li> </ul> <p><u>Vocabulary</u> Freezing, shivering, winter, change, season, frost</p>	<p>LFL (RE) - Open the book assembly</p> <p>LFL (RE) (Music) - Nativity</p>	<p>Children know that Christians celebrate Christmas.</p> <p>The nativity is a time used to help children to dress and undress themselves</p> <p>Musical instruments are used for performances .</p>	In year 1 children study their local community and features that they notice In year 1 children will compare different plants they see around them. Reception children also learn to respect and care for plants and living things Children in Year 1 discuss significant celebrations around the world