

| LET'S EXPLORE & BUILD IT UP              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                |                                                                                                                                                                                                                    |                                                                                                                                                                           |                                                                                                             |
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| Week beginning                           | Week 1 - 1/9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Week 2 – 8/9                                                                                                                                                   | Week 3 – 15/9                                                                                                                                              | Week 4 – 22/9                                                                                                                                                                                 | Week 5 – 29/9                                                                                                                                                                  | Week 6 – 6/10                                                                                                                                                                                                      | Week 7 – 13/10                                                                                                                                                            | Week 8 – 20/10                                                                                              |
| Focus                                    | To start school and get to know my new class and school routines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | To start school and get to know my new class and school routines.<br><br>To explore what I look like? Look closely at myself in a mirror and name my features. | To understand what it means to be me in my world.<br><br>The five senses are sight, hearing, taste, touch and smell.<br><br>Being kind and making friends. | To find out about and identify my feelings.<br><br>We are part of a community.<br><br>Maps and plans represent areas and show their features, including roads.                                | To identify and name different parts of my body.<br><br>We live on planet Earth.<br><br>The United Kingdom is made up of four countries.                                       | To think about what I am good at. What is special about me?<br><br>To find out about the environments that we share with others, including our homes, school and places in the local community.                    | To learn about structures and materials and gives them the opportunity to work in groups to create collaborative structures.                                              | To develop an understanding of the world around us and seasonal changes.                                    |
| C&L                                      | <u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> <li>Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).</li> </ul> <u>Speaking</u> <ul style="list-style-type: none"> <li>Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with.</li> </ul>                                                                                                                                         |                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                |                                                                                                                                                                                                                    |                                                                                                                                                                           |                                                                                                             |
| C&L                                      | <b>Rhyme Time:</b><br>Wind the Bobbin Up                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Rhyme Time:</b><br>Row, row, row your boat                                                                                                                  | <b>Rhyme Time:</b><br>1,2,3,4,5, once I caught a fish alive<br><br>Circle Time – talk about ourselves and the things that we enjoy/are special to us.      | <b>Rhyme Time:</b><br>5 Little Ducks<br><br>Learn the song Bambalina – supporting friendships<br><br><b>Develop 2 – Changes</b><br>Compare photos from your locality in the present and past. | <b>Rhyme Time:</b><br>Head, Shoulders, Knees and Toes<br><br>Think about our favourite parts of our bodies. To describe what is special about my body and why in small groups. | <b>Rhyme Time:</b> Miss Polly had a dolly<br><br><b>Develop 3 – Where Would You Like to Explore?</b><br>Consider where you would like to explore. Have a go at packing a suitcase or bag ready for your adventure. | <b>Rhyme Time:</b><br>Hey, Diddle Diddle<br><br><b>Develop – Building Sites</b><br>Find out about roles and responsibilities on a building site. Building site role play. | <b>Rhyme Time:</b><br>Hickory, Dickory Dock                                                                 |
| C&L<br>Continuous Provision enhancements |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Have mirrors available to look in and compare features of themselves with others.                                                                              |                                                                                                                                                            | Photos of local area to support and inspire conversations in construction area.                                                                                                               |                                                                                                                                                                                |                                                                                                                                                                                                                    |                                                                                                                                                                           | Use magnifying glasses to look at all of the natural treasures that we've found. Describe what you can see. |
| PSED                                     | <u>Self-Regulation</u> <ul style="list-style-type: none"> <li>Begins to develop confidence and cooperation.</li> </ul> <u>Managing Self</u> <ul style="list-style-type: none"> <li>Begins to develop confidence with pupils and sustained interest in play. Manages coat, toilet with help, and cutlery with support.</li> </ul> <u>Building Relationships</u> <ul style="list-style-type: none"> <li>Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.</li> </ul> |                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                |                                                                                                                                                                                                                    |                                                                                                                                                                           |                                                                                                             |

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|                                                      | <ul style="list-style-type: none"> <li>Reads some meaningful key words and can orally segment and blend words.</li> <li>Beginning to link graphemes and phonemes.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Pupils have the confidence to mark make using their physical skills to increase control over tools and equipment.</li> </ul>                                                                                        |                                                                                                            |                                                                                                                                                  |                                                                                                                                                      |                                                                                                                                         |                                                                                                                   |                                                                                                                            |                                                                                                                             |
| <b>Literacy</b>                                      | Daily stories and rhymes.                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Phonics</b><br>Language rich, listening for environmental sounds, etc.<br><br>Daily stories and rhymes. | <b>Phonics Little Wandle</b><br>Aut 1 Week 1 – s a t p<br><br><b>Story Dough</b><br><b>Key Text: Explore the book We're Going on a Bear Hunt</b> | <b>Phonics Little Wandle</b><br>Aut 1 Week 2 – i n m d<br><br><b>Story Dough</b><br><b>Key Text: Explore the book In Every House On Every Street</b> | <b>Phonics Little Wandle</b><br>Aut 1 Week 3 – g o c k<br><br><b>Story Dough</b><br><b>Key Text: Explore the book Mr Gumpy's Outing</b> | <b>Phonics Little Wandle</b><br>Aut 1 Week 4 – c k e u r<br><br><b>Story Dough</b><br><b>Key Text: You Choose</b> | <b>Phonics Little Wandle</b><br>Aut 1 Week 5 – h b f l<br><br><b>Story Dough</b><br><b>Key Text: The Three Little Pigs</b> | <b>Phonics Little Wandle</b><br>Aut 1 Assessment Week<br><br><b>Story Dough</b><br><b>Key Text: Owl Babies</b>              |
| <b>Literacy</b><br>Continuous Provision enhancements |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                            | Practise oral blending on a phonics trail, encouraging children to run to find/collect the items when they are sound talked.                     | Puppet theatre.<br><br>Sorting the objects according to their initial sounds.                                                                        | Making colour monsters using different coloured playdough and other small parts.                                                        | Write menus and take orders from customers in the mud kitchen – what would they choose to eat?                    | Using puppets and small world resources to retell the story of The Three Little Pigs.                                      | Making own owl baby puppets to do their own puppet shows.                                                                   |
| <b>Maths</b>                                         | <p><u>Number</u></p> <ul style="list-style-type: none"> <li>Counts objects and selects the numeral card (1–5).</li> </ul> <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>Uses the language of counting confidently and as part of play.</li> </ul> <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> <li>Sorts simple 3D shapes in the environment.</li> <li>Recognises and extends patterns.</li> </ul>    |                                                                                                            |                                                                                                                                                  |                                                                                                                                                      |                                                                                                                                         |                                                                                                                   |                                                                                                                            |                                                                                                                             |
| <b>Maths</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Early maths – counting<br>Choral counting<br>Group counting<br>Continuous provision counting               | Early maths – counting<br>Choral counting<br>Group counting<br>Continuous provision counting                                                     | <b>Mastery Number – Week 1 – Subitising</b>                                                                                                          | <b>Mastery Number – Week 2 – Counting, Cardinality and Ordinality</b>                                                                   | <b>Mastery Number – Week 3 – Composition</b>                                                                      | <b>Mastery Number – Week 4 – Subitising</b>                                                                                | <b>Mastery Number</b><br>Recapping concepts of subitising, counting, cardinality, ordinality and composition learnt so far. |
| <b>Maths</b><br>Continuous Provision enhancements    |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                            | Explore sorting and categorising using a range of objects and resources.                                                                         | Play games of Hide and Seek. Use of positional language to describe where they are.                                                                  | Matching the subitising cards – all of the cards with different representations of the same numeral.                                    | Pass it on game - play own games of rolling the dice and counting out the same number of objects.                 | <b>Develop – Towers</b><br>Make towers of varying quantities of blocks, counting them accurately                           | Count out the correct number of autumn treasures to match the numbers.                                                      |
| <b>UTW</b>                                           | <p><u>Past and Present</u></p> <ul style="list-style-type: none"> <li>Starts to talk about the passage of time and understands significant events in their own timeline.</li> </ul> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>Knows features of their own environment.</li> </ul> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> <li>Notices features of the immediate environment.</li> </ul> |                                                                                                            |                                                                                                                                                  |                                                                                                                                                      |                                                                                                                                         |                                                                                                                   |                                                                                                                            |                                                                                                                             |

# Reception Medium Term Planning

## Autumn 1

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                              |                                                                                                                       |                                                                                                                     |                                                                                                                                          |                                                                                                      |                                                                                                                                                           |                                                                                                                    |
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| <b>UTW</b>                                      | <b>Engage – Let's Explore</b><br>Exploring the school environment.                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                              | <b>Develop 1 – Sensory Walk</b><br>Sensory walk around the school. What can you see, hear, smell and touch?           | <b>Develop 2 – Where We Live</b><br>Walk around your local community. Take photos.                                  | <b>Develop 3 – Where Have You Been?</b><br>Discuss photographs from holidays and days out.                                               |                                                                                                      | <b>Develop – What We'll Build</b><br>Share the story <a href="#">What We'll Build</a> by Oliver Jeffers.                                                  | Nature walk to find Autumnal treasures. Revisit senses – what can we hear/ smell/ see/ feel? Make a list together. |
| <b>UTW</b><br>Continuous Provision enhancements |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                              | Washing dolls, using shampoo/ body wash, brushing hair/clean clothes/brushing teeth and talking about dental hygiene. | Dolls house – recreating a family home.<br><br><b>EP – Journeys</b><br>Use Beebots and photos of local area.        | Exploring globes, world maps, atlases.<br><br><b>Develop 3 – Adventures</b><br>Experiment with a range of den building resources.        | <b>EP – Holes and Tunnels</b><br>What are the best materials to use?                                 | Exploration outside - bugs, plants etc.<br><br><b>EP – Transporting Water</b><br>Use the resources to transport water from one tray to another.           | Autumn crafts – leaf hedgehogs, leaf rubbings etc.                                                                 |
| <b>EAD</b>                                      | <u>Creating with Materials</u> <ul style="list-style-type: none"> <li>Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.</li> </ul> <u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> <li>Beginning to understand colour, shape and space. Knows how to put things together in a basic way.</li> </ul> |                                                                                                                                              |                                                                                                                       |                                                                                                                     |                                                                                                                                          |                                                                                                      |                                                                                                                                                           |                                                                                                                    |
|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Develop 1 – This is Me</b><br>Look in the mirror at features and paint a portrait.<br><br>Learn the 'Paint a Portrait' song with actions. |                                                                                                                       | <b>Develop 2 – Colourful Homes</b><br>Use a range of construction and junk materials to create own imaginary homes. | Sing body songs – head, shoulders, knees and toes, I've got a body.<br><br>Creating group collages and paintings of the colour monsters. | <b>Develop 3 – Mark Making Journeys</b><br>Inspired by the book Harold and the Purple Crayon         | <b>Develop – Who Lives Here?</b><br>Draw a picture of their house. Explore different types of houses and use a range of vocabulary to describe their own. | Crafts with natural materials from school – autumn leaves, pine cones etc. What do we notice about the season?     |
| <b>EAD</b><br>Continuous Provision enhancements |                                                                                                                                                                                                                                                                                                                                                                                                                             | Making faces in different ways – with playdough, transient art, different media, with chalk outside.                                         | Small world tuff tray inspired by We're Going on a Bear Hunt for the children to retell the story.                    |                                                                                                                     | Drawing around our bodies/our shadows on the playground using chalk.                                                                     | <b>EP – Wonderful Worlds</b><br>'What wonderful world will you create?' using the natural materials. | Construct new homes for the 3 little pigs.                                                                                                                | Instruments for own performances.<br><br>Use natural materials to make the best nest for the owl babies.           |
| <b>RE –</b><br>Being Special                    |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                              |                                                                                                                       | Lesson 1<br>Occasions which have made them feel special                                                             | Lesson 2<br>Jewish and Christian ideas that God loves people even from before they are born                                              | Lesson 3<br>Traditional Christian infant baptism and dedication                                      | Lesson 4<br>Islamic Aqiqah                                                                                                                                | Talk about people who are special to them.                                                                         |
| Key Books and Texts                             |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                              | <b>The Way I Feel</b> by Janan Cain<br><b>We're Going on a Bear Hunt</b> by Michael Rosen                             | <b>In every house on every street</b> by Jess Hitchman                                                              | <b>The Colour Monster</b> by Anna Llenas<br><b>Mr Gumpy's Outing</b> by John Burningham                                                  | <b>You Choose</b> by Nick Sharrett<br><b>Harold and the Purple Crayon</b> by Crockett Johnson        | <b>The Three Little Pigs</b><br><b>What we'll build</b> by Oliver Jeffers<br><b>Percy the Park Keeper</b> by Nick Butterworth                             | <b>Owl Babies</b> by Martin Waddell<br><b>Pumpkin Soup</b> by Helen Cooper                                         |