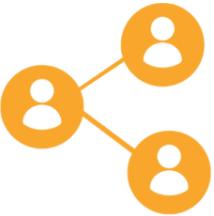


Autumn Term Reception Class Medium Term Plan Themes: Food and Colour, Celebrations and Light **Prime Areas**

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
<p>Communication and Language</p> 	<p>Listening Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i></p> <p>Attention Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i></p> <p>Respond <i>Engage in story times.</i> Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g., 'chime = freeze & show me 5' (whole school rule)</p> <p>Understanding Follow 1 step instructions e.g., put book bag in the box. <i>Understand 'why' questions.</i></p> <p>Speaking <i>Use sentences of 4-6 words.</i> <i>Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.</i> Begin to use social phrases e.g., 'Good Morning! <i>Use talk to organise themselves and their play.</i></p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>
<p>Personal, Social and Emotional Development</p> 	 <p>Being in My World 1. I understand how it feels to belong and that we are similar and different 2. I can start to recognise and manage my feelings 3. I enjoy working with others to make school a good place to be 4. I understand why it is good to be kind and use gentle hands 5. I am starting to understand children's rights and this means we should all be allowed to learn and play 6. I am learning what being responsible means</p> <p>Celebrating Difference 1. I can identify something I am good at and understand everyone is good at different things 2. I understand that being different makes us all special 3. I know we are all different but the same in some ways 4. I can tell you why I think my home is special to me 5. I can tell you how to be a kind friend</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p> <p>Key vocabulary: Belong, similar, different, feeling, rights, responsible, special, kind</p>

Physical Development

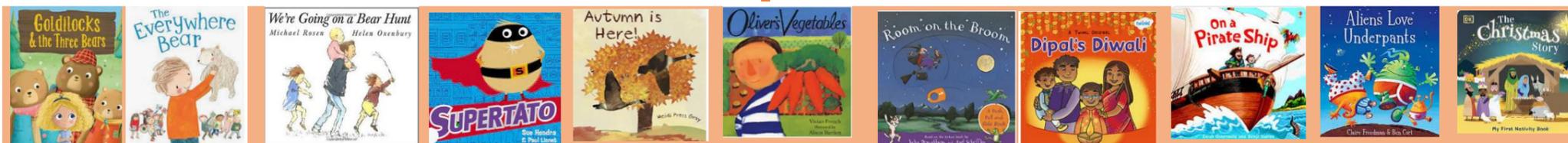


Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.
Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
Develop the overall body strength, co-ordination, balance, and agility.
Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.
Progress towards a more fluent style of movement with developing control and grace.

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Specific Areas

English Key Texts



Daily songs, nursery rhymes and school/class songs.

Literacy



Comprehension

Listen and enjoy sharing a range of books.
Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.
Know that print carries meaning and in English, is read from left to right and top to bottom.
Know the difference between text and illustrations.
Enjoy joining in with rhyme, songs, and poems.
Join in with repeated refrains and key phrases.

Word Reading

Hear general sound discrimination and be able to orally blend and segment.
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

Writing Autumn 1

Emergent writing Develop listening and speaking skills in a range of contexts.
Aware that writing communicates meaning.
Give meaning to marks they make. Understand that thoughts can be written down.
Write their name copying it from a name card or try to write it from memory.
Composition Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.
Spelling Orally segment sounds in simple words.
Write their name copying it from a name card or try to write it from memory.
Handwriting Know that print carries meaning and in English, is read from left to right and top to bottom.
Form letters for corresponding letter sounds that we are focusing on in phonics.
Helicopter stories progression Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.

Writing Autumn 2

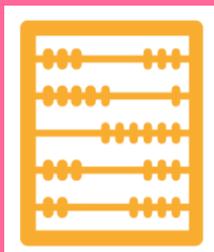
Emergent writing Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.
Composition Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.
Spelling Orally spell VC and CVC words by identifying the sounds. Write own name.
Handwriting Form letters from their name correctly. Recognise that after a word there is a space.
Helicopter Stories Progression Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Rereading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.

Phonics

Phase 1/2

Hear general sound discrimination, identify rhythm, rhyme, and alliteration and be able to orally blend and segment simple words.
Introduce phase 2 phonemes.

Mathematics



Texts



Autumn 1

Baseline – 3 weeks

Opportunity to settle in, intro the areas of provision inside and outside and get to know the children's mathematical knowledge through play, intro key times of day, class routines, where do things belong? Positional language

Match, Sort and Compare
Subitising to 4
Counting, cardinality and ordinality
Composition of 3 and 4
More than/ fewer than comparison

Songs:

Three Blind Mice
When I was one I banged my thumb
1, 2, 3, 4, 5, Once I Caught a Fish Alive
Two Little Dicky Birds Sitting on a Wall
Hickory Dickory Dock
Three Little Ducks
Three Little Speckled Frogs
One Man went to Mow
Five Currant Buns
Five Little Men in a Flying Saucer

Autumn 2

Counting, ordinality and cardinality to 5
More than/fewer than comparison by counting 1:1
Composition- part and whole
Composition of 3,4,5
Counting 1:1 and orally beyond 20
2D shapes

Songs:

My Hat, It Has Three Corners
1, 2, 3, 4, 5, Once I Caught a Fish Alive
Big Fish, Little Fish, Cardboard Box
I'm a Little Teapot
One Finger, One Thumb
Head, Shoulders, Knees and Toes
Five Little Speckled Frogs
Five Little Teddy Bears
This is the Way We Brush Our Teeth

Key vocabulary:

Count, subitise, match, sort, compare equal, more than, fewer than, 2D shape, circle, square, rectangle, oblong, triangle, side, straight, curved, corner, vertices, inside, out, under, over, behind, day, night

Understanding the World



History

Who are our significant people?

Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.

Begin to develop a sense of continuity and change by being able to compare characters from stories.

Key knowledge: to know about family structures and be able to talk about who is part of their family. Know that there are lots of different families.

Key Vocabulary: family, different, similar



Science

Why are there so many leaves on the floor?

Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in welly walks, making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Key knowledge: know that in autumn some leaves fall off trees and some animals start to hibernate for winter. Know that Halloween, Bonfire Night and Diwali is celebrated in autumn.

Key vocabulary: autumn, change, leaves, environment, hibernate



RE

Autumn 1 Which Stories are Special and Why?

Talk about the Calming of the Storm, the parable of the two sons, David and Goliath, the first revelation of the Qur'an.

Key knowledge: know that Jesus was the son of God and know some religious stories. Know that the Bible and Qu'ran are sacred texts.

Key vocabulary: special, pray, God, Jesus, worship, Bible, Qu'ran

Geography

How did Rosie know where she had walked?

Using a simple map to record key resources that are around them.

Moving from a book to create a concrete representation of what they have experienced.

Key knowledge: Know what map is and how to make one.

Key vocabulary: map, across, yard, around, past, under, over

History

Which significant event do we know about?

Talk about a significant event in their lives, e.g., birthday

Consider significant events in their lifetime.

Consider any other significant event such as a special sporting event or a special musical event, going to the dentist.

Key knowledge: recall special times in their lives and know they happened in the past.

Key vocabulary: special event, past

RE

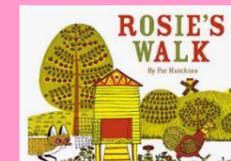
Autumn 2 What times are special and why?

Recognise that people have different beliefs and celebrate special times in different ways.

Give examples of special occasions that they and others have experienced and suggest features of a good celebration.

Key knowledge: know why Christmas, Easter and Diwali are special times for believers.

Key vocabulary: Christmas, Jesus, Celebration, Easter, Festival, Diwali, Sukkot





<u>Drawing skills</u>	Use shapes to depict an idea or image and talk about what they have drawn.
<u>Colour mixing</u>	Naming, sorting and comparing colours. Identifying primary colours.
<u>Collage and texture</u>	Use pre-cut materials Use glue sticks Use a given outline
<u>Painting</u>	Use fat brushes Use lidded pots for paint Use ready mixed paint
<u>Equipment</u>	Masking tape Glue sticks Scissors Fat brushes Lidded pots
<u>Cutting</u>	Make snips on paper With support, begin to hold scissors correctly
<u>DT</u>	<p><u>Diwali Lamp</u> Discuss what they are going to make and create a simple list of what they need/want to include in their design. Observe and describe the features of a range of similar products to the ones they are creating/designing to help generate their list Draw a picture of what they want their product to look like. Explore and discuss a range of materials that they could use to make their product. Key knowledge: Know how to make a diva lamp that will hold a tea light. Key vocabulary: clay, pinch, diva, press, mould</p> <p><u>Food tasting, fruit salads and baking</u> Taste, describe and evaluate a range of food and be able to talk about some foods that are good for you and why I can use simple utensils and equipment to mix, grate and squeeze safely Measure dry and liquid ingredients using measuring containers e.g. tea/table spoons and cups Key knowledge: know how to cut food into smaller pieces, describe food based on taste and know to wash hands before handling food. Key vocabulary: cut, chop, peel, pieces, taste</p>
<u>Art and Design</u>	<p><u>Create self-portraits using digital media</u> Use Ipads to take photos of different aspects of the face, cut them up and stick together to create self-portrait. Key Knowledge: know how to use an iPad to take photos. Know how to use scissors and glue to cut and stick photos to a page. Key Vocabulary: photograph, iPad, cut, stick, join, self-portrait</p> <p><u>Create collages using "natural treasures" taking inspiration from Andy Goldsworthy</u> Create collages and transient art using the small parts materials and autumnal treasures the children have collected. Key knowledge: know what natural materials are and know what a collage is and how to create one. Key Vocabulary: collage, stick, cut, natural materials, join</p>
<u>Music</u>	<p>Listen attentively to music Sing nursery rhymes following the melody Keep a steady beat, this may be whilst singing tapping their knees, dancing to music or with instruments Perform in front of an audience Key knowledge: know a variety of nursery rhymes and songs. Key vocabulary: beat, perform</p>