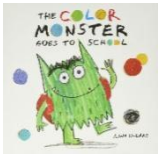
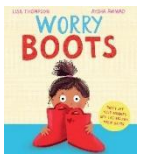
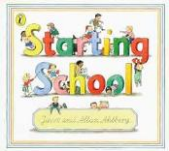
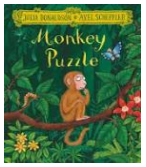
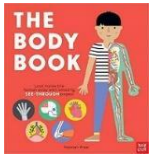
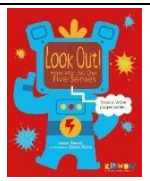
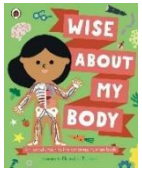
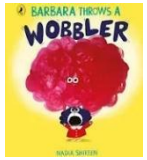
Reception: Medium Term Plan

Autumn 1: All about me



Summary	The *All About Me* unit supports children in settling into school and developing a strong sense of self. Through play-based and practical experiences, children explore who they are, what makes them unique, and how they belong to their family, class and wider community. Children learn to talk about their likes, interests and feelings, helping them build confidence and positive relationships with others. The unit promotes emotional awareness, independence and routines, supporting personal, social and emotional development.
Special Event	Family tea party including: Baked goods made by the children Family games Shared stories
Core books	               **Poetry:** 'If You Could See Laughter' by Mandy Coe 'On the Ning Nang Nong' by Spike Milligan

Communication & Language

We will be working on developing confidence to communicate with peers and adults. We will be listening to others and responding appropriately. We will enjoy a range of books, commenting on events and joining in with repetition. Children will be encouraged to ask and answer simple questions as well as learning rhymes poems and songs.



Personal, Social & Emotional Learning

Children will learning the routines and rules of the classroom. We will support them to make new friends– being confident to say, "Can I play?" and to include others in our play and share resources. We will work on naming and expressing our emotions – using the phrase. "Stop I don't like it", to help resolve conflict. We will play group games and work with others.



Physical Development



We will support children to dress and undress with increasing independence – being able to put on and take off their own coats and jumpers. We will teach them how to move around safely with an awareness of others. Continuous provision activities will focus on developing gross motor skills (big muscle movement) in our outdoor area and fine motor skills (small muscle movements) by using play dough and threading.

Expressive Art & Design



We will explore and experiment with a range of media like paint, chalk, clay and pencils. Children will create simple representations of themselves and their families. Children will exploring musical instruments and learn songs both in class and in music lessons with our specialist teacher.

MATHS

We will be learning Maths using the Maths Mastery scheme. We will be:
Comparing and ordering objects and sets.
Matching equal and unequal sets.
Recognising, describing, copying& extending colour & size patterns.
Counting and representing numbers 1-3.
Estimating and checking by counting.



Literacy



We will be reading a range of books that explore our emotions, ourselves and our families as well as texts that support children with starting Reception. We will also be describing story settings, characters and main events in the books we read and suggesting endings. We will begin the *Read Write Inc.* phonics scheme and children will learn to read and write single sounds. Phonics will take place every morning. Additionally, we will practise writing our names and there will be a variety of mark making and writing activities in our continuous provision.



Understanding of the World



Children will be encouraged to speak about themselves, their likes and dislikes, and their families. They will talk about their lives and experiences, past, present and future. We will talk about growing up - babies, to toddlers to children.
Core to our school values is about understanding and celebrating difference. We will learning about festivals & celebrations that happen such as Rosh Hashanah, Yom Kippur, Halloween and Christian Harvest Festivals and children can talk about their own experiences of these.
We will look to the natural world exploring changes in our environment and weather moving from Summer to Autumn. Alongside this, we will learn about and name our senses, describing what we can see, hear, feel, smell and touch.
Reception children will begin their Mandarin lessons learning how to say hello (Ni Hao!).

Personal, Social & Emotional Development						
						MS See themselves as a valuable individual.
						BR Build constructive and respectful relationships.
						SR Express their feelings and consider the feelings of others.
						SR MS Show resilience and perseverance in the face of challenge.
						SR Identify and moderate their own feelings socially and emotionally.
						SR BR Think about the perspectives of others.
						MS Manage their own needs.
Expressive Art & Design						
						CM Explore, use and refine a variety of artistic effects to express their ideas and feelings.
						CM Return to build on their previous learning, refining ideas and developing their ability to represent them.
						CM Create collaboratively sharing ideas, resources and skills.
						BI&E Listen attentively, move to and talk about music, expressing their feelings and responses.
						BI&E Watch and talk about dance and performance art, expressing their feelings and responses.
						BI&E Sing in a group or on their own, increasingly matching the pitch and following the melody.
						BI&E Develop storylines in their pretend play.
						BI&E Explore and engage in music making and dance, performing solo or in groups.
Physical Development						
						GMS Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing.
						GMS Progress towards a more fluent style of moving, with developing control and grace.
						GMS Developing overall body strength, co-ordination, balance and agility needed to engage successfully with other physical disciplines including dance, gymnastics, sport.
						FMS Develop small motor skills so that they can use a range of tools competently, safely and confidently i.e. pencils, paintbrushes, scissors, knives, forks, spoons.
						GMS Using core muscle strength to achieve a good posture when sitting at a table or on the floor.
						GMS Combine different movements with ease and fluency.
						GMS Confidently and safely use a range of large and small apparatus, alone and in a group.
						GMS Develop overall body-strength, balance, co-ordination and agility.
						GMS Develop/refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.

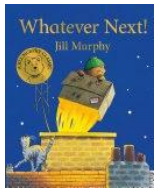
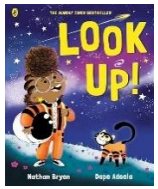
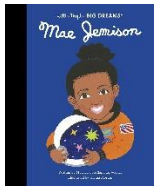
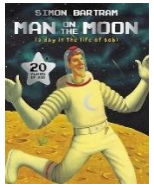
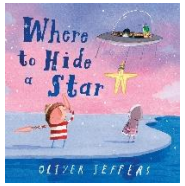
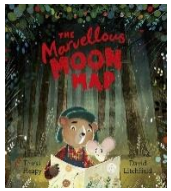
						GMS Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
						FMS Develop the foundations of handwriting style that is fast, accurate and efficient.
						PD Know and talk about the different factors that support their overall health and well being: Regular physical activity, healthy eating; toothbrushing; sensible screen time; good sleep routine; being a safe pedestrian.
Mathematics						
						N Count objects, actions and sounds.
						N Subitise
						N Link the number symbol (numeral) with its cardinal number value.
						N Count beyond 10.
						N Compare numbers
						N Understand the 'one more than/one less than' relationship between consecutive numbers.
						N NP Explore the composition of numbers to 10.
						N Combining 2 groups to find a total.
						N Automatically recall number bonds for numbers 0-10
						NP Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
						NP Compose and decompose shapes so that they recognise a shape can have other shapes within it, just as numbers can.
						NP Continue, copy and create repeating patterns.
						NP Compare length, weight and capacity.
Literacy						
						WR Read individual letters by saying the sounds for them.
						WR Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
						WR Read some letter groups that each represent one sound and say sounds for them.
						WR Read a few common exception words.
						WR Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.
						WR Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.
						W Form lower-case and capital letters correctly.
						WR Spell words by identifying the sounds and then writing the sound with the letter/s.
						W Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
						C WR W Re-read what they have written to check that it makes sense.

Understanding of the World						
						PP&C Talk about members of their immediate family and community.
						PP&C Name and describe people who are familiar to them
						P&P Comment on images of familiar situations in the past.
						P&P Compare and contrast characters from stories, including figures from the past.
						PP&C Draw information from a simple map.
						PP&C Understand that some places are special to members of their community.
						PP&C Recognise that people have different beliefs and celebrate special times in different ways.
						PP&C Recognise some similarities and differences between life in this country and life in other countries.
						TNW Explore the natural world around them**.**
						TNW Describe what they see, hear and feel whilst outside.
						TNW PP&C Recognise some environments that are different to the one in which they live.
						TNW Understand the effect of changing seasons on the natural world around them.
Communication & Language						
						LA&U Understands how to listen carefully and why listening is important.
						S Learn new vocabulary
						S Use new vocabulary through the day.
						LA&U Ask questions to find out more and to check they understand what has been said to them.
						Articulate their ideas and thoughts in well-formed sentences.
						S Connect one idea or action t another using a range of connectives.
						S Describe events in some detail.
						S Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
						S Develop social phrases.
						LA&U Engage in story times.
						LA&U Listen to talk about stories to build familiarity and understanding.
						S Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
						S Use new vocabulary in different contexts.
						LA&U Listen carefully to rhymes and songs, paying attention to how they sound.
						LA&U Learn rhymes, poems and songs.

						LA&U Engage in non-fiction books.
						LA&U S Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Reception: Medium Term Plan

Autumn 2: Space

Summary	This half term, Reception children will explore the theme of Space through stories, information texts and hands-on activities. They will learn to name the planets, share simple facts, retell and sequence stories. They will learn about inspirational real life astronauts like Mae Jemison and explore information texts. Children will also design and build their own rockets, developing creativity and problem-solving skills. Alongside this, they will practise naming emotions and resolving conflict, supporting positive relationships and communication through shared stories and circle times.
Special Event	D&T Week and showcase for families Share rocket designs and models Christmas Performance for the whole school and their families
Core books	        **Poetry:** 'Snowflake' (song for whole school performance). Rocket Ship – James Carter

Communication & Language

Children will retell the story of 'Whatever Next', they will have a character hot seat where they can ask and answer questions in character. Children will have lots of role play opportunities, both in lessons and in the learning environment, as well as sharing a wide range of stories and songs related to our theme of Space.



Personal, Social & Emotional Learning

Through stories and circle time we will explore 'Positive Relationships' to help children to understand, build and maintain healthy relationships. Children will reflect on their own friendships, gain confidence in making new friends and learn some strategies to resolve conflict.



Physical Development

Children have daily access to a range of fine and gross motor skills within the Reception environment. They have also started discrete PE lessons and will be exploring control and movement to music.



Expressive Art & Design

We will be making planets, telescopes, sun catchers and aliens in addition to following children's own creative ideas. There will be access to art materials that children can select to use and opportunities to explore a range of art supplies and materials.

Pupils will take part in a weekly music lesson where they will be learning to sing and perform different Nursey Rhymes.



MATHS

Continuing on from the work we started on early number children will be deepening their understanding of numbers to 10. They will match and order numbers, count reliably, say 1 more or less than a number to 10 and explore addition and subtraction within 10. They will also be introduced to using measures. Children will estimate and explore weight, capacity and size.



Literacy



We will continue Read Write Inc. phonics, focusing on securing our single sounds, some digraphs and reading and writing CVC words. Our core text is 'Whatever next' which continues our space theme. We will also look at non-fiction books about the planets and the moon, introducing some simple sentence structures for children where they can apply their new phonetic skills.

Understanding of the World

Children will learn about the planets. They will learn to name and order the planets as well as features of each planet. They will also be finding out facts about our moon, what it looks like and who has visited it. We will share a range of educational videos and books as well as using songs to help us with our learning.

Children will explore 'Who are we? As part of our Religious studies. We will also learn about the Christian Nativity Story and Christmas traditions.

In Mandarin children will learn how to say 'goodbye' (Zai jian).



Personal, Social & Emotional Development						
						MS See themselves as a valuable individual.
						BR Build constructive and respectful relationships.
						SR Express their feelings and consider the feelings of others.
						SR MS Show resilience and perseverance in the face of challenge.
						SR Identify and moderate their own feelings socially and emotionally.
						SR BR Think about the perspectives of others.
						MS Manage their own needs.
Expressive Art & Design						
						CM Explore, use and refine a variety of artistic effects to express their ideas and feelings.
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Physical Development						
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						FMS Develop small motor skills so that they can use a range of tools competently, safely and confidently i.e. pencils, paintbrushes, scissors, knives, forks, spoons.
						GMS Using core muscle strength to achieve a good posture when sitting at a table or on the floor.
						GMS Combine different movements with ease and fluency.
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						GMS Develop overall body-strength, balance, co-ordination and agility.
						GMS Develop/refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
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						FMS Develop the foundations of handwriting style that is fast, accurate and efficient.
						PD Know and talk about the different factors that support their overall health and well being: Regular physical activity, healthy eating; toothbrushing; sensible screen time; good sleep routine; being a safe pedestrian.
Mathematics						
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						N Subitise
						N Link the number symbol (numeral) with its cardinal number value.
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Literacy						
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						W Form lower-case and capital letters correctly.
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						W Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
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Understanding of the World						
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						PP&C Understand that some places are special to members of their community.
						PP&C Recognise that people have different beliefs and celebrate special times in different ways.
						PP&C Recognise some similarities and differences between life in this country and life in other countries.
						TNW Explore the natural world around them**.**
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Communication & Language						
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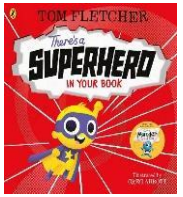
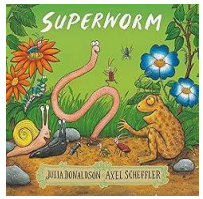
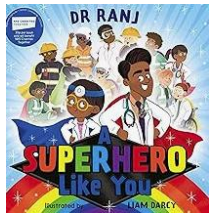
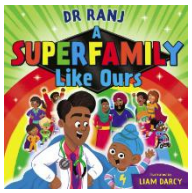
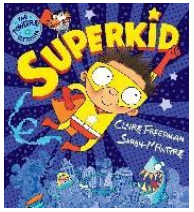
						S Use new vocabulary through the day.
						LA&U Ask questions to find out more and to check they understand what has been said to them.
						Articulate their ideas and thoughts in well-formed sentences.
						S Connect one idea or action t another using a range of connectives.
						S Describe events in some detail.
						S Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
						S Develop social phrases.
						LA&U Engage in story times.
						LA&U Listen to talk about stories to build familiarity and understanding.
						S Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
						S Use new vocabulary in different contexts.

						LA&U Listen carefully to rhymes and songs, paying attention to how they sound.
						LA&U Learn rhymes, poems and songs.
						LA&U Engage in non-fiction books.
						LA&U S Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Reception: Medium Term Plan

Spring 1: Superheroes & People Who Help Us

Summary	**Superheroes & People Who Help Us** is an engaging thematic unit that encourages children to explore what it means to be a hero, both in stories and in real life. Through imaginative play and meaningful discussion, children learn about fictional superheroes alongside everyday heroes such as firefighters, doctors, police officers and family members. The unit helps children understand how people work together to keep us safe and support one another within our community. Learning is delivered through play-based, hands-on experiences that support all areas of development. Children develop communication and language skills by sharing ideas, role play, asking questions and learning new vocabulary linked to helping roles and emotions. Personal, social and emotional development is strengthened as children explore kindness, bravery, fairness and teamwork, while gaining confidence in recognising their own strengths and "superpowers". Children also develop their understanding of the world by learning about different jobs, safety, and the role of people within their local community. Through art, role play, music and design, children express their ideas creatively and build rich imaginative narratives. By the end of the unit, children gain a strong sense of belonging, an appreciation of how others help us and the understanding that everyone can be a hero through everyday acts of kindness and responsibility.
Special Events	'Be a Grown Up Day' – children come to school dressed as a real-life hero they may want to be. In class visits from people who help us
Core books	       **Poetry:** If I was a superhero poem by Sally Gray download-pdf

Communication & Language

Children will develop their confidence in communicating with both peers and adults. They will practise listening carefully to others, responding in appropriate ways. Through sharing a wide range of stories, children will enjoy books together, join in with repeated phrases, role play and talk about key events. They will also be encouraged to ask and answer simple questions, helping them to express their ideas and deepen their understanding. In our continuous provision, there will be plenty of opportunity for children to communicate through play, especially in our imagination areas which will become a vet clinic!



Personal, Social & Emotional Learning

We are continuing to explore the many emotions we feel and how to self-regulate or seek help if our feelings are difficult to manage. We will use the 'Areas of Regulation' to help us. We will also have circle times with Lola the Leopard. She is great at supporting us with our social skills!
Through our thematic topic we will be talking about our own superpowers, what makes us special and important – building confidence and a sense of self.
Through our PSHE learning, we will also be learning how to keep clean and healthy.



Physical Development

Fine motor and gross motor activities are available in the daily continuous provision. Children will also have a weekly PE lesson where they will focus on throwing and catching skills. There will be a daily finger gym session where they work to strengthen their fine-motor skills ready for writing.



Expressive Art & Design

Children will make birdfeeders and habitats for insects using natural materials. They will have plenty of opportunity to create, draw explore and experiment with a range of media via our Superhero theme. There will be props and costumes available to support children's narrative/storyline play. Children will continue music lessons each week and will be learning about loud and quiet sounds.

MATHS

Children will learn about numbers within 10 including 'more than' and 'less than'. They will also learn number bonds to 10 (e.g. 8+2= / 7+3=). They will learn about time where the focus will be different parts of the day (morning/afternoon/evening/night), seasons, days of the week and months of the year. Children will also explore addition and counting on and subtraction as taking away.



Literacy

We will continue the Read Write Inc. phonics programme where each child will be challenged at the appropriate level to secure their initial sounds, learn diagraphs and blend sounds together to read and write words. Children will be further developing their writing skills in response to our core texts. Children will write fact files, wanted posters and sentences about who they want to be when they grow up. We will continue to focus on securing strong foundational knowledge helping children form letters, secure their pencil grip and use their newly learnt phonics to write simple sentences.



Understanding of the World

Children will learn about people who help us, developing their understanding of important jobs and their impact on our lives. They will meet some special visitors and learn about the jobs they do. Children will explore emergency services and basic safety awareness. They will be inspired to think about their own aspirations for the future.
Children will explore 'Why are some times special? as part of our Religious studies. They will learn about Lent and Easter (Christianity) and Eid al Fitr (Islam).
In Mandarin children will learn how to say hello and goodbye to family members.



We will also continue to explore the changing seasons, helping children to understand how these affect the natural world around them. We will be planting bulbs and seed ready for Spring.

Personal, Soc  **Emotional Development**						
						MS See themselves as a valuable individual.
						BR Build constructive and respectful relationships.
						SR Express their feelings and consider the feelings of others.
						SR MS Show resilience and perseverance in the face of challenge.
						SR Identify and moderate their own feelings socially and emotionally.
						SR BR Think about the perspectives of others.
						MS Manage their own needs.
Expressive Art & Design						
						CM Explore, use and refine a variety of artistic effects to express their ideas and feelings.
						CM Return to build on their previous learning, refining ideas and developing their ability to represent them.
						CM Create collaboratively sharing ideas, resources and skills.
						BI&E Listen attentively, move to and talk about music, expressing their feelings and responses.
						BI&E Watch and talk about dance and performance art, expressing their feelings and responses.
						BI&E Sing in a group or on their own, increasingly matching the pitch and following the melody.
						BI&E Develop storylines in their pretend play.
						BI&E Explore and engage in music making and dance, performing solo or in groups.
Physical Development						
						GMS Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing.
						GMS Progress towards a more fluent style of moving, with developing control and grace.
						GMS Developing overall body strength, co-ordination, balance and agility needed to engage successfully with other physical disciplines including dance, gymnastics, sport.
						FMS Develop small motor skills so that they can use a range of tools competently, safely and confidently i.e. pencils, paintbrushes, scissors, knives, forks, spoons.
						GMS Using core muscle strength to achieve a good posture when sitting at a table or on the floor.
						GMS Combine different movements with ease and fluency.
						GMS Confidently and safely use a range of large and small apparatus, alone and in a group.

						GMS Develop overall body-strength, balance, co-ordination and agility.
						GMS Develop/refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
						GMS Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
						FMS Develop the foundations of handwriting style that is fast, accurate and efficient.
						PD Know and talk about the different factors that support their overall health and well being: Regular physical activity, healthy eating; toothbrushing; sensible screen time; good sleep routine; being a safe pedestrian.
Mathematics						
						N Count objects, actions and sounds.
						N Subitise
						N Link the number symbol (numeral) with its cardinal number value.
						N Count beyond 10.
						N Compare numbers
						N Understand the 'one more than/one less than' relationship between consecutive numbers.
						N NP Explore the composition of numbers to 10.
						N Combining 2 groups to find a total.
						N Automatically recall number bonds for numbers 0-10
						NP Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
						NP Compose and decompose shapes so that they recognise a shape can have other shapes within it, just as numbers can.
						NP Continue, copy and create repeating patterns.
						NP Compare length, weight and capacity.
Literacy						
						WR Read individual letters by saying the sounds for them.
						WR Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
						WR Read some letter groups that each represent one sound and say sounds for them.
						WR Read a few common exception words.
						WR Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.
						WR Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.
						W Form lower-case and capital letters correctly.
						WR Spell words by identifying the sounds and then writing the sound with the letter/s.

						W Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
						C WR W Re-read what they have written to check that it makes sense.
Understanding of the World						
						PP&C Talk about members of their immediate family and community.
						PP&C Name and describe people who are familiar to them
						P&P Comment on images of familiar situations in the past.
						P&P Compare and contrast characters from stories, including figures from the past.
						PP&C Draw information from a simple map.
						PP&C Understand that some places are special to members of their community.
						PP&C Recognise that people have different beliefs and celebrate special times in different ways.
						PP&C Recognise some similarities and differences between life in this country and life in other countries.
						TNW Explore the natural world around them**.**
						TNW Describe what they see, hear and feel whilst outside.
						TNW PP&C Recognise some environments that are different to the one in which they live.
						TNW Understand the effect of changing seasons on the natural world around them.
Communication & Language						
						LA&U Understands how to listen carefully and why listening is important.
						S Learn new vocabulary
						S Use new vocabulary through the day.
						LA&U Ask questions to find out more and to check they understand what has been said to them.
						Articulate their ideas and thoughts in well-formed sentences.
						S Connect one idea or action to another using a range of connectives.
						S Describe events in some detail.
						S Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
						S Develop social phrases.
						LA&U Engage in story times.
						LA&U Listen to talk about stories to build familiarity and understanding.
						S Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
						S Use new vocabulary in different contexts.

						LA&U Listen carefully to rhymes and songs, paying attention to how they sound.
						LA&U Learn rhymes, poems and songs.
						LA&U Engage in non-fiction books.
						LA&U S Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.