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| **Key Question Week 1: What is school all about?** |
| **Key Text for Linked Learning: *Topsy and Tim start school.***  How exciting?!? Our first week of school is here and it is going to be lots and lots of fun! Parents, we apologise in advance if they come home a little bit messy! Children will be taught the routines of the day e.g. where to hang up their coat, where to put their snack, what to do at playtime and lunchtime. Through circle time and small focus group work children will be encouraged to develop relationships with their peers and the new adults in the setting. Through a focus on their individual interest’s children will experiment with a variety of learning resources e.g. play dough, small world, craft, puzzles, bikes, trikes, water and sand. We will be assessing children’s fine motor skills through children painting their own minibeast for our classroom groups. Children will be practising writing their own name, developing the use of correct letter formation. |
| **PSED:**  To develop confidence in a new setting by initiate conversations. |
| **Communication and Language:**  To maintain concentration and listen carefully to new information. |
| **Physical Development:**  To show increasing control during fine motor activities.  To demonstrate gross motor skills (climbing, riding a trike). |
| **Literacy:**  To develop pencil control.  To write own name. |
| **Maths:**  To count amounts up to 5.  To recite numbers to 10 through counting songs. |
| **Understanding of the World:**  To understand school routines and expectations. |
| **Expressive Arts and Design:**  To play alongside others who are engaged in the same theme. |
| **Key vocabulary:**  **friends kind share please thank you** |

******Medium Term Planning – Reception**

**Autumn Term 1**

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| **Key Question Week 2: What is school all about?** |
| **Key Text for Linked Learning: *Topsy and Tim start school.***  Continued from week 1  How exciting?!? Our first week of school is here and it is going to be lots and lots of fun! Parents, we apologise in advance if they come home a little bit messy! Children will be taught the routines of the day e.g. where to hang up their coat, where to put their snack, what to do at playtime and lunchtime. Through circle time and small focus group work children will be encouraged to develop relationships with their peers and the new adults in the setting. Through a focus on their individual interest’s children will experiment with a variety of learning resources e.g. play dough, small world, craft, puzzles, bikes, trikes, water and sand. We will be assessing children’s fine motor skills through children painting their own minibeast for our classroom groups. Children will be practising writing their own name, developing the use of correct letter formation. |
| **PSED:**  To develop confidence in a new setting by initiate conversations. |
| **Communication and Language:**  To maintain concentration and listen carefully to new information. |
| **Physical Development:**  To show increasing control during fine motor activities.  To demonstrate gross motor skills (climbing, riding a trike). |
| **Literacy:**  To develop pencil control.  To begin to write own name. |
| **Maths:**  To count amounts up to 5.  To recite numbers to 10 through counting songs. |
| **Understanding of the World:**  To understand school routines and expectations. |
| **Expressive Arts and Design:**  To play alongside others who are engaged in the same theme. |
| **Key vocabulary:**  **friends kind share please thank you** |

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| **Key Question Week 3: Who am I?** |
| **Key Text for Linked Learning: Super Duper You**  This week the children will be talking about all the things that they love and we’ll be celebrating how we are all different in our own way. In small groups, the children will talk about themselves and compare similarities and differences they may have. Alongside this, children will be discussing what makes a good friend and talking about how actions and words can hurt others’ feelings. Children will also be naming colours. We will working on reading and writing our names in fun and creative ways, as well as learning the phonemes – i, n, m, d. Through singing, we will learn the months of the year and discuss which months we were born in. Children will be selecting the correct colours to paint a self-portrait of themselves. |
| **PSED:**  To share my interests with others. |
| **Communication and Language:**  To listen and respond to others ideas. |
| **Physical Development:**  To use simple tools to effect a change in materials. |
| **Literacy:**  To read my name.  To have a go at writing my name.  To hear the initial phoneme in words. |
| **Mathematics:**  To count amounts to 5.  To recognise the numeral 1. |
| **Understanding of the World:**  To look closely at similarities and differences in what our friends like. |
| **Expressive Arts and Design:**  To use a paint brush with increasing control. |
| **Vocabulary**  similarities differences blending celebration self-portrait |

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| **Key Question Week 4: Who’s in my family?** |
| **Key Text for Linked Learning: *Who’s in my family?***  This week we will celebrate those that we love! Children will be asked to bring in a picture of their family, we will be discussing who are in their family and even those special pets. They will be getting creative and creating a painting of their family. Throughout the week we will be exploring different family structures; nuclear families, step-families, same sex families, single parent families, childless families. We’ll be encouraging them to talk about and share their favourite events with their family (e.g. going to the park, a special holiday). Children will continue to bring their own experiences to life in our home role play area and look at the kind of things they may do for one another and say to one another. Through our love of reading, we’ll be sharing lots of books about families. In Number, we will be meeting the Number block Two and exploring lots of ways to represent two. In phonics, the children will be learning the phonemes **ck, e, u, r**. They will continue to practise orally blending words containing their known phonemes e.g. *cat, pick, rug*. The children will also be learning the tricky word **I**. In handwriting, we will be revisiting the graphemes i, n, m, d and practising their formation. |
| **PSED:**  To share what family means and the different types of families. |
| **Communication and Language:**  To discuss and share family events and experiences. |
| **Physical Development:**  To practise scissor control.  To practise holding a pencil comfortable in their preferred writing hand. |
| **Literacy:**  To recognise and write the graphemes **ck, e, u, r.**  To recognise the tricky word **I.**  To hear and identify the initial sound in words; **s, a, t, p, i, n, m, d, g, o, c, k.** |
| **Mathematics:**  To recognise the number 2 and represent in different ways. |
| **Understanding of the World:**  To talk about members of their immediate family; Mom, Dad, Brother, Sister, Step-Dad, Step-Mom, Step-brother, Step-sister, Half Brother and Half Sister. |
| **Expressive Arts and Design**  To join in with singing a nursery rhyme.  To draw a face with some detail; eyes, nose, mouth and ears. |
| **Vocabulary**  phoneme grapheme family (nuclear)  sibling cousin |

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| **Key Question Week 5:**  **How are YOU feeling?** |
| **Key Text for Linked Learning:** The Colour Monster  This week we will be meeting a special monster called The Colour Monster. Sometimes, he can get a bit mixed up with how he is feeling. We shall be learning all about different feelings; including happiness, sadness, anger, fear, calm and love. The children will be thinking about how these feelings make them feel inside and when they may have felt them. As a class, we will be making a feelings jar, where we can identify how we are feeling. In phonics, the children will be learning the phonemes **h, b, f and l**. They will continue to practise orally blending words containing their known phonemes e.g. *ran, duck and ten*. The children will also be learning the tricky word **the**. In handwriting, we will be revisiting the graphemes g, o, c, k and practising their correct letter formation. |
| **PSED:**  To share my interests with others.  To talk about when I am happy or sad. |
| **Communication and Language:**  To listen and respond to ideas provided by other people.  To describe an element of a past event; I have felt…when… |
| **Physical Development:**  To practise using scissors with control to snip paper.  To practise placing a ball through a hoop. |
| **Literacy:**  To recognise and write the graphemes **h, b, f and l**  To recognise the tricky word **the.**  To hear and identify the initial sound in words; **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r.** |
| **Mathematics:**  To recognise the numeral 3 and represent the amount in different ways (including the use of the part, part whole model). |
| **Understanding of the World:**  To look closely at similarities and differences in how we look and what we like. |
| **Expressive Arts and Design:**  To name and match colours.  To identify and name the primary colours.  To learn the Rainbow song. |
| **Vocabulary:**  **Primary colours fear calm similarities**  **feelings difference** |

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| **Key Question Week 6: What’s that falling..?** |
| **Key Text for Linked Learning:** Autumn Leaves Poem  This week we will be learning all about the season Autumn!! Children will be learning to recite an Autumn poem using the rhythm of Frere Jacques. They will also be learning to follow a simple steady beat using their hands to tap their knees. We will be discussing the changes that happen in Autumn and will be identifying these in their natural environment. On Wednesday children will be going into our schools forest area to explore and discuss the physical changes they can see. Children will be collecting Autumnal objects to create textured pictures. In phonics, the children will be completing a Phonics assessment on the GCP’s taught over this half term; **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l.** They will continue to practise orally blending words containing their known phonemes e.g. fit, rub, hot. The children will also be revisiting the tricky word **the, I and is**. In handwriting, we will be revisiting the graphemes **ck, e, r, u** and practising their formation. |
| **PSED:**  To demonstrate an act of kindness towards others. |
| **Communication and Language:**  To demonstrate good manners by using the social phrase ‘please’.  To recite a simple Autumn poem. |
| **Physical Development:**  To put their coat on and pull up their own zip independently.  To follow a curved line when cutting, using scissors. |
| **Literacy:**  To apply my GCP knowledge in my writing.  To recognise the tricky word **the, I and is.**  To hear and identify the initial sound in words. |
| **Mathematics:**  To use the vocabulary fewer and more to show amount. |
| **Understanding of the World:**  To understand the natural effect of changing seasons on the natural world around them. |
| **Expressive Arts and Design:**  To explore and talk about different textures.  To follow a steady beat using our bodies. |
| **Vocabulary:**  season Autumn natural fewer more |