

. Reception 2020-2021 Medium Term Planning (Autumn 1)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Dates to be noted		VH Reception Staggered intake 14/15/16th		Yom Kippur (28 th)			
Home/School Links		(Tapestry consent forms sent out)	Can you share some picture books and stories together? Perhaps you could visit the library to see what stories they have	Can you find things something that god created that is all the colours of the rainbow?	What can you find in your house to represent the numbers 1, 2 and 3?	Can you practise writing your name, make sure you form all the letters correctly?	Can you find a sign of Autumn? Holiday new and adventures
Topic	All About Me/ Here We Are/ Peace at Last!/ The Gingerbread Man/ Autumn						
Role Play		Home Area			Shop/Bakery		
RE (God's World)		Introduce prayers – why do we pray? Our class Saint – Our Lady, Mary Mother of Christ	To have the opportunity to learn that God loves and cares for each one of us and to reflect on this.	Other Faith Day (Yom Kippur (28 th)) To have the opportunity to hear about and respond to the things God created for us.	To have the opportunity to know that God has asked us to care for the world. Think of ways in which we can help to do it.	To Have the opportunity to know that God made each one of us different and special. Reflect on this	Assessed RE God's World.
Circle Time/PSHE		Baseline Whole School Focus – Here We Are by Oliver Jeffers <i>Session 1: Coming together as a class community – A focus on personal narratives</i>	Whole School Focus – Here We Are by Oliver Jeffers <i>Session 2: Recognising our place in the wider universe – Communicating about own lives and experiences</i>	Whole School Focus – Here We Are by Oliver Jeffers <i>Session 3: Learning about our planet, its environment and wildlife – writing a song</i>	Whole School Focus – Here We Are by Oliver Jeffers <i>Session 5: Learning how to care for ourselves and for others: Labels, Captions and Instructions</i>	Whole School Focus – Here We Are by Oliver Jeffers <i>Session 7: Looking after other living things – Reading and writing for information</i>	Whole School Focus – Here We Are by Oliver Jeffers <i>Session 9: Learning how to navigate the world – recounting events</i> <i>Session 10: Finding our place in the world as active and caring</i>

		Setting expectations & Rules. Getting to know each other and building friendships.		<i>Session 4: Engaging with the environment physically: Outdoor Learning</i>	<i>Session 6: A focus on people and community – Exploring new vocabulary and concepts</i>	<i>Session 8: Broadening our understanding of the world: Asking and answering questions</i>	<i>citizens – Writing notes for the world</i>
Communication and Language	<p>Listening – Listens to stories with increased interest. Can sit still for a limited amount of time. Beginning to follow directions & instructions. Developed through time spent on the carpet engaging with other children and learning. Working with others in small groups developing focus.</p> <p>Understanding- Responds to simple instructions. Beginning to understand why and how questions. Developed through new school routines and routines in the classroom eg coming to the carpet or getting ready for lunch</p> <p>Speaking - Uses a range of tenses. Use people/object focused vocab. Build vocab reflecting the breadth of their experiences. Uses talk for imagination. Children to develop speech through working within the classroom developing confidence with adults and other children.</p> <p>Carpet time used for singing and reading stories together.</p> <p>Passing rhymes around the group and syllable clapping.</p> <p>Teaching Children to Listen activities used to establish “good listening”.</p> <p>“Talk Boost” to be used for targeted pupils.</p> <p>Tapestry journal entries shared and discussed on Wednesday at the end of the day. Children to explain their entry and ask questions based on what they have heard. Children to listen and respond to each other.</p>						
Phonics/Spelling		<p>Baseline (RWI)</p> <p>Speedy Sounds picture cards/rhymes recap</p> <p>Introduce pupils to “Fred Talk” (oral blending)</p>	<p>RWI –</p> <p>Put pupils into groups based on assessment.</p> <p>Speedy Sounds</p>	<p>RWI –</p> <p>Speedy Sounds</p> <p>Oral blending (Fred Talk)</p>	<p>RWI -</p> <p>Speedy Sounds</p> <p>Oral blending (Fred Talk)</p>	<p>RWI -</p> <p>Speedy Sounds</p> <p>Oral blending (Fred Talk)</p>	<p>RWI -</p> <p>Speedy Sounds</p> <p>Oral blending (Fred Talk)</p>

			<p>Oral blending (Fred Talk)</p> <p>Environmental sounds linked to Peace at Last!</p>	<p>Oral segmenting (Fred Fingers)</p>	<p>Oral segmenting (Fred Fingers)</p>	<p>Oral segmenting (Fred Fingers)</p>	<p>Oral segmenting (Fred Fingers)</p>
Literacy		<p>Focus: Baseline Assessment (RWI)</p> <p>Required texts: Wriggle and Roar/ Here We Are</p> <p>Description:</p> <p>Name writing and recognition activities.</p> <p>Focus on listening and attention via listening games and circle time.</p> <p>Handwriting focus: Pencil Grip and control (assess)</p>	<p>Focus: Stories with familiar settings (house)</p> <p>Required texts: Peace at Last!/ Here We Are</p> <p>Description:</p> <p>Phonics games in small groups/Fred Talk/Fred Fingers</p> <p>Retell/ sequencing the story verbally</p> <p>Name writing activities.</p> <p>Focus on listening and attention through games and circle time</p>	<p>Focus: Stories with familiar settings</p> <p>Required texts: Peace at Last!/ Here We Are</p> <p>Description:</p> <p>Phonics input.</p> <p>Ordering/sequencing the story.</p> <p>Name writing activities.</p> <p>Putting meaning to marks.</p> <p>Draw your favourite part of Peace at last.</p> <p>Focus on nursery rhymes</p> <p>Handles books carefully.</p>	<p>Focus: Stories with familiar settings (bakery)</p> <p>Required texts: The Gingerbread Man/ Here We Are</p> <p>Description:</p> <p>Phonics input</p> <p>Name writing activities.</p> <p>Design your own gingerbread man</p> <p>Focus on naming parts of the body</p> <p>Focus on following instructions</p> <p>Handles books carefully.</p>	<p>Focus: Stories from familiar settings</p> <p>Required texts: The Gingerbread Man/ Here We Are</p> <p>Description:</p> <p>Phonics input.</p> <p>Name writing activities.</p> <p>Holds books the correct way up and turns pages.</p> <p>Use inference skills to work out what the book is about</p> <p>Handwriting focus: circles</p>	<p>Focus: Poetry</p> <p>Required texts: Autumn poems/ Here We Are</p> <p>Rhyme – “The Nut Tree”, Wriggle and Roar</p> <p>Description:</p> <p>Name writing activities.</p> <p>Phonics games in small groups.</p> <p>Segmenting and writing CVC words.</p> <p>Drama activities – “The Nut Tree”</p> <p>Assessed writing – What are the signs of Autumn? Labels/captions/Autumn vocab.</p>

				Identify front/back cover, spine, title. Handwriting focus: Side to side	Handwriting focus: circles		Focus on naming the seasons Focus on vocabulary of autumn (colours) 1:1 Reading Holds books the correct way up and turns pages. Handwriting focus: arches
Reading	RW1 – Begins week beginning 5/10/20 for chn who are able. Start with photocopied Ditties then on to Red Ditties and Set 1 Green books.						
Mathematics		Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Baseline To recite numbers to 10. To recognise numerals 1 to 5. To count objects to 10 and begin to count beyond 10.	Getting to Know You Opportunities for settling in, introducing the areas of provision and getting to know the children. Baseline To recite numbers to 10. To recognise numerals 1 to 5. To count objects to 10 and begin to count beyond 10.	Just Like Me! Match and sort (Mr Bear's PJ's/slippers) Compare amounts. Compare size, mass and capacity Say and use number in songs, rhymes and stories. Relate to Peace at Last!	Just Like Me! Match and sort. Compare amounts. Compare size, mass and capacity Say and use number in songs, rhymes and stories. Relate to The Gingerbread Man	Just Like Me! Match and sort. Compare amounts. Compare size, mass and capacity Say and use number in songs, rhymes and stories. Relate to The Gingerbread Man	It's Me 1, 2, 3! Representing 1 Comparing 1 Composition of 1 Circles Positional Language Focus on number 1. To recognise and describe a circle. To understand what it means to come 'first'.

		<p>To count an irregular arrangement of up to 10 objects.</p> <p>To find the total number of items in two groups by counting all of them.</p> <p>Say and use number in songs, rhymes and stories.</p>	<p>To count an irregular arrangement of up to 10 objects.</p> <p>To find the total number of items in two groups by counting all of them.</p> <p>Say and use number in songs, rhymes and stories.</p>				<p>To recognise the number one.</p> <p>To count out one object.</p> <p>To form the number one.</p> <p>To begin to use the language of money – 1 pence.</p> <p>To use timers to explore 'one minute'.</p> <p>To copy repeating patterns.</p> <p>Link to Autumn</p>
Understanding the World		<p>People and Communities focus: To talk about my family.</p> <p>To identify similarities and differences between families.</p>	<p>Communities focus: To talk about how I celebrated my birthday (Frankie's Birthday).</p>	<p>Technology focus: To develop mouse control.</p>	<p>World focus: To identify features of our school. (gingerbread man hunt)</p>	<p>Technology focus: To use a simple program</p>	<p>Science: What's happening to the trees? (Autumn)</p>
Expressive Arts and Design	Develop upon repertoire of song and dance linked to numbers and rhymes. Chd to have free choice over the indoor and outdoor creative areas where they can use a range of 2-D and 3-D materials and objects for modelling and creative design. Children to have child initiated control over construction toys (large and small for indoor and outdoor play) to develop creativity and imagination. Role-play areas and dress up toys to be used in conjunction with this.						
		<p>Baseline Self portrait Family picture</p>	<p>Moving to Popular Music (Birthday/lullaby)</p>	<p>Nursery Rhymes</p>	<p>Nursery Rhymes</p>	<p>Nursery Rhymes</p>	<p>Nursery Rhymes</p>

		<ul style="list-style-type: none"> • Pencil Grip • Scissor Control 	<p>Make birthday card.</p> <p>To explore colour mixing. Paint a quilt for Mr Bear.</p>	<p>To use a variety of tools to apply paint</p>	<p>To draw on different surfaces and materials</p>	<p>To draw in response to observation</p>	<p>To draw in response to imagination</p> <p>To explore Autumn colours</p>
<p>Physical Development</p>	<p>Outdoor child led games, activities, bikes, scooters, and balls and focused activities to development gross motor skills across the EYFS.</p> <p>Outdoor area used to enhance learning in phonics and maths daily.</p> <p>Fine motor development in all areas of provision using jumbo tweezers, sorting trays, threading and rotated activities on the challenge area.</p> <p>Fine motor skill work throughout the classroom in challenge area and play dough.</p> <p>Frequent whole class fine motor skill practise through 'Wiggle whilst you squiggle' and Nelson handwriting finger warm ups.</p>						
		<p>Circle/Team Games</p> <p>Tags Elephant Ball</p> <p>The name game</p> <p>Banana Tag</p> <p>Fine Motor – Making Playdough</p>	<p>Circle/Team Games</p> <p>Cars Cops and Robbers</p> <p>Wiggle whilst you squiggle sessions</p> <p>Dough Disco</p>	<p>Circle/Team Games</p> <p>All about us Flip Flop</p> <p>Wiggle whilst you squiggle sessions</p> <p>Dough Disco</p>	<p>Circle/Team Games</p> <p>Shark Attack Duck, Duck, Goose</p> <p>Wiggle whilst you squiggle sessions</p> <p>Dough Disco</p>	<p>Circuit Training/ Team Games</p> <p>Robin Hood Circuit Training Exercises</p> <p>Wiggle whilst you squiggle sessions</p> <p>Dough Disco</p>	<p>Circuit Training/ Team Games</p> <p>Banana Tag</p> <p>Circuit Training Exercises</p> <p>Wiggle whilst you squiggle sessions</p> <p>Dough Disco</p>

		<p>Setting expectations & Rules. Getting to know each other and building friendships.</p> <p>Discussions:</p> <ul style="list-style-type: none"> • How do you feel about starting Reception? • Likes and dislikes (Wriggle and Roar “Nod, shake, shrug) 	<p><i>I can say one good thing about myself</i></p> <p><i>I can say how I feel</i></p>	<p><i>I can laugh and have fun</i></p>	<p><i>I know what to do if I see anyone getting hurt</i></p>	<p><i>I know that rights match responsibility</i></p>	<p><i>I can tell you how I look after myself</i></p> <p>Circle time linked to ethos statement.</p> <p><i>I try and be just and fair.</i></p>
<p>Communication and Language</p>	<p>Listening – Listens to stories with increased interest. Can sit still for a limited amount of time. Beginning to follow directions & instructions. Developed through time spent on the carpet engaging with other children and learning. Working with others in small groups developing focus</p> <p>Understanding- Responds to simple instructions. Beginning to understand why and how questions. Developed through new school routines and routines in the classroom eg coming to the carpet or getting ready for lunch</p> <p>Speaking - Uses a range of tenses. Use people/object focused vocab. Build vocab reflecting the breadth of their experiences. Uses talk for imagination. Children to develop speech through working within the classroom developing confidence with adults and other children.</p> <p>Carpet time used for singing and reading stories together.</p> <p>Passing rhymes around the group and syllable clapping.</p> <p>Tapestry journal entries shared and discussed at the end of the day. Children to explain their entry and ask questions based on what they have heard. Children to listen and respond to each other.</p>						

Phonics/Spelling		<p>Phase 1 – environmental sounds</p> <p>instrumental sounds, body percussion, alliteration</p> <p>Bank of Body Sounds (Phonics baseline)</p>	<p>Phase 1 – oral blending and segmenting</p>	<p>Phase 2 – s, a, t, p</p>	<p>Phase 2 – i, n, m, d</p>	<p>Phase 2 – g, o, c, k</p>	<p>Segmenting and blending CVC words using phonemes learned.</p>
Literacy		<p>Focus: Baseline Assessment</p> <p>Required texts: Wriggle and Roar</p> <p>Description:</p> <p>Name recognition. Copy under/over.</p> <p>Story scribing within provision.</p> <p>Name writing activities linked to the story.</p> <p>Assessed writing baseline – Label family</p> <p>Child-initiated observations of literacy skills for baseline assessment.</p>	<p>Focus: Stories with familiar settings</p> <p>Required texts: The Gingerbread Man</p> <p>Description:</p> <p>Phase 1 phonics games in small groups.</p> <p>Story scribing within provision.</p> <p>Retell the story with new ginger shape and new location.</p> <p>Name writing activities.</p> <p>Chattertime – focus on nursery rhymes</p> <p>1:1 Reading</p>	<p>Focus: Stories with familiar settings</p> <p>Required texts: Peace at Last!</p> <p>Description:</p> <p>Phase 1 phonics games in small groups.</p> <p>Story scribing within provision.</p> <p>Name writing activities.</p> <p>Finding dinosaur egg – putting meaning to marks.</p> <p>Drawing club</p> <p>Dinosaurs in our school focus</p>	<p>Focus: Stories with familiar settings</p> <p>Required texts: Peace at Last!</p> <p>Description:</p> <p>Phase 1/2 phonics games in small groups.</p> <p>Story scribing within provision.</p> <p>Name writing activities.</p> <p>Drawing club –</p> <p>Chattertime – focus on naming parts of the body</p> <p>1:1 Reading</p> <p>Handles books carefully.</p>	<p>Focus: Stories from familiar settings</p> <p>Required texts: Autumn Poems</p> <p>Description:</p> <p>Phase 1/2 phonics games in small groups.</p> <p>Story scribing within provision.</p> <p>Name writing activities.</p> <p>Drawing club – Autumn colours</p> <p>Chattertime – focus on naming the seasons</p> <p>1:1 Reading</p>	<p>Focus: Stories from fantasy settings.</p> <p>Required texts: Autumn poems</p> <p>Rhyme – “The Nut Tree”, Wriggle and Roar</p> <p>Description:</p> <p>Name writing activities.</p> <p>Segmenting and writing CVC words.</p> <p>Drama activities – “The Nut Tree”</p> <p>Assessed writing –</p> <p>Chattertime – focus on vocabulary of autumn</p>

		<p>Chattertime : focus on listening and attention.</p> <p>1:1 Reading</p> <p>Initial CV/VC word cards.</p>	<p>Initial CV/VC word cards.</p> <p>Handwriting focus: Up and down</p>	<p>Chattertime – focus following instructions.</p> <p>1:1 Reading</p> <p>Handles books carefully.</p> <p>Handwriting focus: Side to side</p>	<p>Handwriting focus: circles</p>	<p>Holds books the correct way up and turns pages.</p> <p>Handwriting focus: circles</p>	<p>1:1 Reading</p> <p>Holds books the correct way up and turns pages.</p> <p>Handwriting focus: arches</p>
Reading	<p>Daily Guided reading in alternating small groups</p> <p>2 groups working with adults 2 groups free flow</p> <ol style="list-style-type: none"> 1. Story cubes children take it in turns to roll the dice and either say what they can see/think of 2. Adult reading a story with puppets and big books 3. One group working with reading scheme beginning on picture books, turning the page, taking turns in sharing their ideas. 						
Mathematics	<p>It's Me 1, 2, 3!</p> <p>Focus on number 2.</p> <p>To understand what it means to come 'second'.</p> <p>To understand 2 as 'one more than' 1.</p> <p>To recognise the number two.</p> <p>To count out two objects.</p>	<p>It's Me 1, 2, 3!</p> <p>Focus on number 3.</p> <p>To understand what it means to come 'third'.</p> <p>To recognise the number three.</p> <p>To count out three objects.</p> <p>To use the language of money – 3 pence.</p>	<p>Light and Dark</p>	<p>Light and Dark</p>	<p>Light and Dark</p>	<p>Consolidation Assessment</p>	<p>Consolidation Assessment</p>

	<p>To begin to use the language of money – 2 pence.</p> <p>Focus on number 2.</p> <p>To form the number 2.</p> <p>To understand the concept of a pair.</p> <p>To use timers to explore ‘two minutes’</p> <p>To recognise and describe a semi-circle.</p> <p>To subitise two.</p> <p>Rhyme/song – “Two Feet”, Wriggle and Roar</p>	<p>Rhyme/song – “One, two, three blow”, Wriggle and Roar</p> <p>Focus on number 3.</p> <p>To form the number 3.</p> <p>To know 3 is made up of 2 and 1.</p> <p>To subitise 3.</p> <p>To recognise and describe a triangle.</p> <p>To compare quantities to 3 using the language ‘more’ and ‘fewer’.</p>					
Understanding the World	Baseline	<p>People and Communities focus:</p> <p>To talk about my family.</p> <p>To identify similarities and differences between families.</p>	<p>Communities focus:</p> <p>To talk about how I celebrated my birthday (Frankie’s Birthday).</p>	<p>Technology focus:</p> <p>To develop mouse control.</p>	<p>World focus: To identify features of our school.</p>	<p>Technology focus:</p> <p>To use a simple program</p>	<p>Science: What’s happening to the trees? (Autumn)</p>

Expressive Arts and Design	Develop upon repertoire of song and dance linked to numbers and rhymes. Chd to have free choice over the indoor and outdoor creative areas where they can use a range of 2-D and 3-D materials and objects for modelling and creative design. Children to have child initiated control over construction toys (large and small for indoor and outdoor play) to develop creativity and imagination. Role-play areas and dress up toys to be used in conjunction with this.						
	Baseline	Baseline	Moving to Popular Music To explore colour mixing	Nursery Rhymes To use a variety of tools to apply paint	Nursery Rhymes To draw on different surfaces and materials	Nursery Rhymes To draw in response to observation	Nursery Rhymes To draw in response to imagination
Physical Development	<p>Outdoor child led games, activities, bikes, scooters, and balls and focused activities to development gross motor skills across the EYFS.</p> <p>Outdoor area used to enhance learning in phonics and maths daily.</p> <p>Fine motor development in all areas of provision using jumbo tweezers, sorting trays, threading and rotated activities on the challenge area.</p> <p>Fine motor skill work throughout the classroom in challenge area and play dough.</p> <p>Frequent whole class fine motor skill practise through 'Wiggle whilst you squiggle' and Nelson handwriting finger warm ups.</p>						
	Circle/Team Games The name game Banana Tag Wiggle whilst you squiggle sessions	Circle/Team Games Tags Elephant Ball Wiggle whilst you squiggle sessions	Circle/Team Games Cars Cops and Robbers Wiggle whilst you squiggle sessions	Circle/Team Games All about us Flip Flop Wiggle whilst you squiggle sessions	Circle/Team Games Shark Attack Duck, Duck, Goose Wiggle whilst you squiggle sessions	Circuit Training/ Team Games Robin Hood Circuit Training Exercises Wiggle whilst you squiggle sessions	Circuit Training/ Team Games Banana Tag Circuit Training Exercises Wiggle whilst you squiggle sessions