



Gatley Primary School

Year Reception Medium Term Plan: Autumn

“Who Are We?”



Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	W.C 05.09.22	W.C 12.09.22	W.C 19.09.22	W.C 26.09.22	W.C 03.10.22	W.C 10.10.22	W.C 17.10.22
English							
Class Text	The Colour Monster	Who's in my family?			Only One You	Owl Babies	
Powerful Knowledge Concept and detail	Baseline	Phonics baseline	Writing Baseline	RBA Assessment	Reading: Retrieval	Writing: Inspiration	Writing: Inspiration
	Children will show their understanding of writing their name, drawing for meaning, reading individual letters and sounds.	Children will show their understanding of writing their name, drawing for meaning, reading individual letters and sounds.	Drawing and doing something they enjoy with their family		<p>Listens with increasing recall and shows an understanding of what they have read such as the main events and characters</p> <p>Recording our understanding of a story.</p>	<p>Uses speech and language forms that are increasingly influenced by what they have read and begins to attempt to record ideas to mimic these.</p> <p>Recording information of the story, expressing thoughts and feelings.</p>	<p>Uses speech and language forms that are increasingly influenced by what they have read and begins to attempt to record ideas to mimic these.</p> <p>Recording information of the story, expressing thoughts and feelings.</p>
Maths							
Powerful Knowledge Concept and detail	Baseline	Baseline	RBA Assessment	Number: Number sense	Number: Counting, rounding and estimating	Number: Number Sense	Number: Number Sense
	Children will show their understanding of number recognition,	Developing an understanding of numbers and their value.		<p>Subitising.</p> <p>Recognising numbers to 5 in familiar patterns.</p>	<p>Children have an awareness of the term estimation</p>	<p>Matching numeral to the amount within 10</p>	<p>Exploring and composing numbers to 5</p>



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	matching amount to a number and counting out loud.				and can use the stable order principle to count and check their levels of accuracy. Counting accurately up to 10 and beginning to explore 20. (1:1 correspondence)		
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Foundation Subjects

Main Topic	Question Driving Learning	What makes a family?			Low Stakes Quiz	How am I unique?			Low Stakes Quiz	
	Subject Discipline	History	History	RSHE		Social Understanding	Social Understanding	History		
	Powerful Knowledge Concept and detail	Baseline Invasion, Struggle and Power Who is in my family?	Baseline Invasion, Struggle and Power Who is in my family?	Families and people who care for me. Developing relationships with each other. Talking about new relationships in school.		Reflection and Growth Developing an understanding of what is important to us and our beliefs. Exploring differences in families.	Reflection and Growth Developing an understanding of what is important to us and our beliefs. Exploring differences in families.	Local Conceptual Knowledge Learning about ourselves, the people around us and what makes us unique. How are we all different and unique?		Sticky Knowledge Week



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	exchanges with others.		Phonics: S a t p	Phonics: i n m d	Phonics: g o c k	Phonics: (ck), e, u, r	Phonics: Consolidation Week
Computing							
Powerful knowledge statement and detail	Applying Technology Using electronic devices such as the iPad or computer for a specific purpose <i>As part of learning environment</i>	Applying Technology Using electronic devices such as the iPad or computer for a specific purpose <i>As part of learning environment</i>	Applying Technology Using electronic devices such as the iPad or computer for a specific purpose <i>As part of learning environment</i>	Statistics Developing an understanding of the value of number <i>As part of learning environment</i>	Statistics Developing an understanding of the value of number <i>As part of learning environment</i>	Statistics Representing number in different ways <i>As part of learning environment</i>	Statistics Representing number in different ways <i>As part of learning environment</i>
Music							
Powerful knowledge statement and detail	Listening and Evaluating Moving to and talking about music.	Listening and Evaluating Moving to and talking about music.	Listening and Evaluating Moving to and talking about music.	Listening and Evaluating Moving to and talking about music	Listening and Evaluating Moving to and talking about music.	Listening and Evaluating Moving to and talking about music.	Listening and Evaluating Moving to and talking about music.
PE							
Outdoor	Developing Technique Using muscle moments to	Developing Technique Using muscle moments to	Developing Technique Using muscle moments to	Developing Technique Developing our fine motor skills	Developing Technique Developing our fine motor skills	Developing Technique Developing our fine motor skills	Developing Technique Developing our fine motor skills



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	develop gross motor skills. <i>How do we prepare for exercise?</i>	develop gross motor skills. <i>How do we prepare for exercise</i>	develop gross motor skills <i>Different ways of moving in space</i>	<i>Linking movement patterns and changes of speed</i>	<i>Linking movement patterns and changes of speed</i>	<i>Linking movement patterns and changes of speed</i>	<i>Linking movement patterns and changes of speed</i>
Indoor	Developing Technique Using muscle moments to develop gross motor skills. <i>How do we prepare for exercise?</i>	Developing Technique Using muscle moments to develop gross motor skills. <i>How do we prepare for exercise</i>	Performance Moving around a space in a variety of ways	Performance Moving around a space in a variety of ways	Performance Showing awareness of the available space and others in it	Performance Showing awareness of the available space and others in it	Performance Showing awareness of the available space and others in it



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Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	W.C 31.10.23	W.C 07.11.23	W.C 14.11.23	W.C 21.11.23	W.C 28.11.23	W.C 05.12.23	W.C 12.12.23	W.C 21.12.23 3 Days
English								
Class Text	Pumpkin Soup		Our Class is a family		My Hair	The Proudest Blue		
Powerful Knowledge Concept and detail	Reading: Inference and deduction Listens to stories with increasing attention and can deduce basic information from pictures. Making pumpkin soup!	Writing: Purpose and audience Attempts to write short sentences in meaningful contexts. Writing instructions for how we made the soup.	Writing: Purpose and audience Attempts to write short sentences in meaningful contexts. Writing instructions for how we made the soup.	Grammar (writing): Structure and content Recognition of Capital and lower case letters. Understanding that names start with capital letters and naming the people in their class.	Reading: Retrieval Listens with increasing recall and shows an understanding of what they have read such as the main events and characters. Understanding the key events and characters within a story, talking about their beliefs and experiences.	Assessment Week Writing: Structure and Content Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes their own name and other things such as labels, captions. Writing about our own values and beliefs.	Assessment Week Writing: Structure and Content Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes their own name and other things such as labels, captions. Writing about our own values and beliefs.	Grammar (writing): Vocabulary and spelling They spell words by identifying sounds in them and writing the sounds with a letter/letters.
	Maths							



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Powerful Knowledge Concept and detail	Number: Number sense Numbers to 10 and composition	Number: Number sense Understanding the language and finding one more or less of a given number	Number: Number sense Ordering numbers and comparing values	Making connections: Position and Direction Using technical language to describe the position of objects	Making connections: Position and Direction Using technical language to describe the direction to get to a specific location	Making connections: Geometry Exploring shape, patterns and number of objects	Making connections: Geometry Shape recognition of 2D shape. Properties of 2D shapes.	Making connections: Geometry Recognising, extending and creating repeated patterns
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Foundation Subjects

Main Topic	Question Driving Learning	Where do we live?				Low Stakes Quiz	Do we all celebrate the same things?			Low Stakes Quiz	Curriculum Evaluation Week
	Subject Discipline	Geography	Geography	RSHE	RSHE		Social Understanding	Social Understanding	Drama		
	Powerful Knowledge Concept and detail	Global Significance Knowing where they live and key features of our community. Visiting landmarks in our community.	Global Significance Knowing where they live and key features of our community. Visiting landmarks in our community.	Families & People Who Care for Me Being a member of the community Gatley and what this means. Our role in our community.	Families & People Who Care for Me Developing a sense of responsibility to where we live. Our role in our community.		Values Developing an understanding that we all have different beliefs and values that are important to us. Exploring different beliefs and religions.	Values Developing an understanding that we all have different beliefs and values that are important to us. Exploring different beliefs and religions.	Performanc e Performing as part of a cast in front of an audience Production		



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Minor Topic	Subject Discipline	Drama	Drama	Drama	Drama	Drama	Drama	Drama	
	Powerful Knowledge Concept and detail	Creating Engaging in dramatic play using stories and other stimuli <i>Production</i>	Creating Engaging in dramatic play using stories and other stimuli <i>Production</i>	Creating Engaging in dramatic play using stories and other stimuli <i>Production</i>	Creating Engaging in dramatic play using stories and other stimuli <i>Production</i>	Rehearsal Responding positively to simple performance directions from an adult (eg. "Speak louder.") <i>Production</i>	Rehearsal Responding positively to simple performance directions from an adult (eg. "Speak louder.") <i>Production</i>	Performance Performing as part of a cast in front of an audience <i>Production</i>	
Dual Assessment	Subject Discipline	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
	Powerful Knowledge Concept and detail	Exploring emotions and developing self-awareness. Children recognise and understand that they have different feelings and emotions, and show an openness in discussing examples of when they have	Exploring emotions and developing self-awareness. Children recognise and understand that they have different feelings and emotions, and show an openness in discussing examples of when they have felt a certain emotion.	Exploring emotions and developing self-awareness. Children recognise and understand that they have different feelings and emotions, and show an openness in discussing examples of when they have	Exploring emotions and developing self-awareness. Children recognise and understand that they have different feelings and emotions, and show an openness in discussing examples of when they have felt a certain emotion.	Managing challenges Shows confidence in trying new activities with little encouragement.	Managing challenges Shows confidence in trying new activities with little encouragement.	Managing challenges Shows confidence in trying new activities with little encouragement.	Managing challenges Shows confidence in trying new activities with little encouragement.



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		felt a certain emotion.		felt a certain emotion.					
Communication and Language / Phonics									
Powerful knowledge statement and detail	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.	Listening, attention and understanding/ Speaking: Listening and engaging with story times, learning and utilising new vocabulary in exchanges with others.
	Phonics: h, b, f, ff Red Words: The, I	Phonics: L, ll, ss Red Words: He, she, is	Phonics: j, v, w Red Words: To, go, of, as	Phonics: x, y, z Red Words: We, are, you, into	Phonics: Consolidation Week	Phonics: Consolidation Week of Red Words	Phonics: Consolidation Week of Red Words	Phonics: Consolidation Week	
Computing									
Powerful knowledge statement and detail	Logical and Computational Thinking Understands a range of	Logical and Computational Thinking Understands a range of	Logical and Computational Thinking Understands a range of	Logical and Computational Thinking Understands a range of commands and	Designing and Evaluating Represents their ideas, thoughts and feelings using	Designing and Evaluating Represents their ideas, thoughts and feelings using	Designing and Evaluating Represents their ideas, thoughts and feelings using		



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	commands and instructions. Can suggest their own instructions. As part of learning environment	commands and instructions. Can suggest their own instructions. As part of learning environment	commands and instructions. Can suggest their own instructions. As part of learning environment	instructions. Can suggest their own instructions. As part of learning environment	technology in different ways (e.g. photographs, drawings) As part of learning environment	technology in different ways (e.g. photographs, drawings) As part of learning environment	technology in different ways (e.g. photographs, drawings) As part of learning environment	
Music								
Powerful knowledge statement and detail	Vocal Performance Remembering and singing entire songs with diction, matching the pitch of a tone sung by another person. Songs for our production.	Vocal Performance Remembering and singing entire songs with diction, matching the pitch of a tone sung by another person. Songs for our production.	Vocal Performance Remembering and singing entire songs with diction, matching the pitch of a tone sung by another person. Songs for our production.	Vocal Performance Remembering and singing entire songs with diction, matching the pitch of a tone sung by another person. Songs for our production.	Vocal Performance Remembering and singing entire songs with diction, matching the pitch of a tone sung by another person. Songs for our production.	Vocal Performance Remembering and singing entire songs with diction, matching the pitch of a tone sung by another person. Songs for our production.	Vocal Performance Remembering and singing entire songs with diction, matching the pitch of a tone sung by another person. Songs for our production.	
PE								
Outdoor	Competing and Collaborating Participating in simple team games and listens to the ideas of others	Competing and Collaborating Participating in simple team games and listens to the ideas of others	Competing and Collaborating Participating in simple team games and listens to the ideas of others	Competing and Collaborating Participating in simple team games and listens to the ideas of others	Competing and Collaborating Participating in simple team games and listens to the ideas of others	Competing and Collaborating Participating in simple team games and listens to the ideas of others	Competing and Collaborating Participating in simple team games and listens to the ideas of others	Competing and Collaborating Participating in simple team games and listens to the ideas of others
Indoor	Analysing and Evaluating Suggesting an improvement	Analysing and Evaluating Suggesting an improvement about	Analysing and Evaluating Suggesting an improvement	Analysing and Evaluating Suggesting an improvement about	Analysing and Evaluation Suggesting an improvement about	Analysing and Evaluating Suggesting an improvement about	Analysing and Evaluating Suggesting an improvement about	Analysing and Evaluating Suggesting an improvement



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	about someone's performance	someone's performance	about someone's performance	someone's performance	someone's performance	someone's performance	someone's performance	about someone's performance
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