

Gatley Primary School Year Reception Medium Term Plan: Autumn What is my Superpower?



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Α	utumn 1	W.C 06.09.21	W.C 13.09.21	W.C 20.09.21	W.C 27.09.21	W.C 04.10.21	W.C 11.10.21	W.C 18.10.21
				Enc	 lish			
	Class Text	How the crayons sav	red the rainbow, The Co					
Powerful Knowledge Concept and detail		Reception Transition	Writing Baseline Outcome: Drawing alongside writing labels Phonics Baseline	Literacy RBA Baseline	READING/Writing Vocabulary and Language Reading Labels and matching to images to show understanding LA Baseline	Reading Inference and Deduction Developing an understanding of what happens in the story and why.	MFL: Grammar: Can explore different types of words.	Writing Inspiration: Responding to stories through mark making.
				Ma	aths			
Powerful Knowledge Concept and detail		Reception Transition	NUMBER: Number recognition Number baseline	Maths RBA baseline	Baseline- shape, space and measure. Cutting baseline	Number: Number Recognition and composition Begin numbers to 5.	Number: Place Value- Counting accurately up to 10 and beginning to explore 20.	Making connections: shapes, patterns and number of objects
				То	pic			
Main Topic	Question Driving Learning	What is a super power?			Are all super heroes in comic books?			
	Subject Discipline	PSHE	PSHE	PSHE	DT	PSHE	Geography	Geography
	Powerful Knowledge Concept and detail	Awareness of Relationships Building Relationships	Awareness of Relationships Building Relationships	Exploring different feelings.	Research Design Designing & planning for a new key skill area	Exploring Emotions and Developing Self-Awareness What makes a super hero? What are our super powers?	My family and where I live.	My family and where I live.
Minor Topic	Subject Discipline	MFL	MFL	RSHE	ART	SOCIAL UNDERSTANDING	SOCIAL UNDERSTANDING	RSHE
	Powerful Knowledge Concept and detail	Listening & Speaking: Children listen attentively and understand the importance of listening.	Listening & Speaking: Children listen attentively and understand the importance of listening.	Families & People Who Care for Me Building respectful relationships.	Experimentation Creating Rainbows and identifying and experimenting with colour.	Beliefs Talk about immediate family and their beliefs.	Reflection & Growth Where do they live, what is special about where they live/Gatley	Families & People Who Care for Me- Being a member of the community (Gatley) and what this means.
	Subject Discipline	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
Additional	Powerful Knowledge Concept and detail	Vocabulary and Language	Vocabulary and Language	Vocabulary and Language	Vocabulary and Language	Vocabulary and Language s, a, t, p	Vocabulary and Language i, n, m, d	Vocabulary and Language g, o, c, k
Outdoor		Developing Technique How do we prepare for exercise?	Developing Technique How do we prepare for exercise?	Developing Technique Different ways of moving in space.	Developing Technique Linking movement patterns and changes of speed.	Performance Action games – Beans/corners/milk bottle game.	Powerful Knowledge Concept: Performance Action games – Stuck in the mud/swim fishy swim.	Performance Action games – rats & rabbits/numbers/ domes & dishes.
Indoor		Developing Technique How do we prepare for exercise?	Developing Technique How do we prepare for exercise?	Developing Technique	Developing Technique	Performance	Performance	Performance



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Autumn 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
		W.C 01.11.21	W.C 08.11.21	W.C 15.11.21	W.C 22.11.21	W.C 29.11.21	W.C 06.12.21	W.C 13.12.21		
		English								
Class Text Only One You, What's my Superpower, The Rainbow Fish, Marcus Rashford										
Powerful Knowledge Concept and detail		MFL: Listening Children listen attentively and respond with relevant information and understands the importance of listening.	Reading: Inference and deduction Listens to stories with increasing attention and can deduce basic information from pictures.	Grammar Recognition of Capital and lower case letters	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.	Reading: Inference and deduction Listens to stories with increasing attention and can deduce basic information from pictures.	Grammar: MFL Grammar Children begin to explore using more ambitious vocabulary and a wider range of word types.	Writing Purpose and Audience Attempts to write short sentences in meaningful contexts.		
				Ma	ths					
Powerful Knowledge Concept and detail		Making connections Position/direction	Number Number recognition- Numbers to 10 and composition	Number One more/less	Number Ordering/Comparing	Shape recognition of 2D shape	Making Connections Properties of 2D shapes	Making Connections Patterns		
				То	pic					
	Question Driving Learning	What makes a person unique?			How can power be used for good?					
Main Topic	Subject Discipline	HISTORY	SOCIAL UNDERSTANDING	SOCIAL UNDERSTANDING	RSHE Families and people who care for me,	HISTORY	HISTORY	SOCIAL UNDERSTANDING		
Main	Powerful Knowledge Concept and detail	Analysing Sources Only one you- what makes you unique?	Expression What is my superpower? What am I good at?	Expression What is my superpower? What am I good at?	Developing a sense of responsibility to where they live.	Analysing Sources Marcus Rashford- How did he use his super powers for good?	Who else has used their super powers for good and how could we use our super powers positively?	Beliefs Christmas Story		
	Subject	MUSIC	MUSIC	DT	DRAMA	DRAMA	DRAMA/MUSIC	DRAMA		
Minor Topic	Powerful Knowledge Concept and detail	Listening and Evaluating Listens attentively, moves to and talks about music.	Theoretical Understanding Shows basic understanding of pulse through joining in with a steady pulse.	Communicate Ideas Design props/set for the production	Rehearsal Responds positively to simple performance directions from an adult (eg. "Speak louder.")	Rehearsal Responds positively to simple performance directions from an adult (eg. "Speak louder.")	Performance Vocal Performance Participates in performance, both solo or ensemble.	Response Watches and talks about a dramatic performance expressing their feelings and responses.		
<u>.</u>	Subject	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics		
Additional topic	Progression of Skills Statement and detail	Vocabulary and Language (ck), e, u, r Tricky word: I, go	Vocabulary and Language h, b, f, ff Tricky word: no	Vocabulary and Language L, II, ss Tricky word: the	Vocabulary and Language Re-consolidation of phase 2 sounds. Tricky word: to	Vocabulary and Language Re-consolidation of phase 2 sounds begin to write words. Tricky word: into	Vocabulary and Language Re-consolidation of phase 2 sounds begin to write words.	Vocabulary and Language Re-consolidation of phase 2 sounds begin to write words.		
				P	E					
Outdoor		PE Developing Technique Developing gross motor skills	PE Developing Technique Developing gross motor skills	PE Developing Technique Developing gross motor skills	PE Developing Technique Developing gross motor skills	PE Developing Technique Developing gross motor skills	PE Developing Technique Developing gross motor skills	PE Developing Technique Developing gross motor skills		
Indoor		PE Performance	PE Performance	PE Performance	PE Performance	PE Performance	PE Performance	PE Performance		



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