



## Read St. John's Reception class Medium Term Planning

### Autumn 1 – All Change!

Themes/Interests/ Lines of Enquiry	Starting school	Me!	Autumn	Harvest
Suggested Texts				
				+ Daily songs, nursery rhymes and school/class songs.

## Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Best fit assessment		
			On track	not on track	extra focus assessment needed
Communication and Language	<p><b>Listening:</b> Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i></p> <p><b>Attention:</b> Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i></p> <p><b>Respond:</b> <i>Engage in story times.</i> Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g., 'chime = freeze &amp; show me 5' (whole school rule)</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>			

**Understanding:**  
 Follow 1 step instructions e.g., put your bookbag in the box .  
*Understand 'why' questions.*

**Speaking:**  
 Use sentences of 4-6 words.  
 Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.  
 Begin to use social phrases e.g., 'Good Morning!  
 Use talk to organise themselves and their play.

**Personal, Social and Emotional Development**

**Express feelings:**  
 Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.  
 Begin to understand how others might be feeling.  
 Know they can rely on their teachers, friends, and 'buddy' for support if they are worried.  
 School transition.

**Manage behaviour:**  
 Can inhibit own actions, welcome distractions when upset.  
 Understand behavioural expectations of the setting.  
 Increasingly follow rules understanding why they are important.

**Self-awareness:**  
 Know what they like and do not like.  
 Understands there are rules in the classroom to follow and expectations for behaviour.


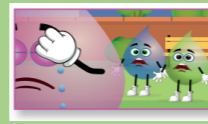
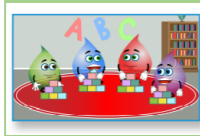



**Independence:**  
 Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board.  
 Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.

**Collaboration:**  
 Interested in others play and starting to join in.  
 Knows we work together to keep the class rules and earn positive rewards.

**Social skills: Build constructive and respectful relationships.**  
 Engage in positive interactions with adults and peers.  
 Play with one or more children, extending and elaborating play ideas.

NSPCC – PANTS  
 Pants song

**1 Decision**

	<p><b>Pink Goes to School</b>          Pink is worried about starting school. During this story, Pink will visit his new school, making friends along the way.</p>		<p><b>Pink Misses Mummy</b>          Pink is suffering with separation anxiety. During this story, Pink will get support from his teacher and friends, which helps him to feel more settled at school.</p>
	<p><b>Blue Learns to Share</b>          Blue loves her friends and enjoys leading their games. One day, Blue's friends want to play a different game. During this story, Blue learns how to play fairly.</p>		<p><b>Why Does Purple Play Differently?</b>          Purple is autistic. During this story, the teacher, Mr Hart, helps the other drops understand why Purple is allowed her special toy on the carpet.</p>
	<p><b>Red Needs the Toilet</b>          Red is on the playground when suddenly, she needs the toilet. What can she do? Who can help her find her way back to the toilets in the school building?</p>		<p><b>Yellow Wants to Play With Orange</b>          Yellow and her friends are at school when a new Drop arrives. They have never seen an Orange drop before and she speaks a different language. How can the Drops make friends with Orange?</p>

Plus any other relevant dilemma drops

RE: Blackburn Diocese Units:

- EYFS – I am Special
- EYFS – Harvest
- Saying thank you to God at harvest time?

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.	Complete separate fine motor writing assessment.
	Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.		
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.		

Assessment		Pre-Phonemic Stage				
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Most letters or symbols	Letter strings may form to R and move down the page	Separated by spaces to resemble different words	
Indicate initials below:						
Aut 1						
Aut 2						
Sp 1						
Sp 2						
Sum 1						
Sum 2						

## Specific Areas

Literacy	<p><b>COMPREHENSION</b></p> <p>Listen and enjoy sharing a range of books.          Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.          Know that print carries meaning and in English, is read from left to right and top to bottom.          Know the difference between text and illustrations.          Enjoy joining in with rhyme, songs, and poems.          Join in with repeated refrains and key phrases.</p>			
	<p><b>WORD READING</b></p> <p>Hear general sound discrimination and be able to orally blend and segment.</p>	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.		
	<p><b>WRITING</b></p> <p><b>Emergent writing:</b></p> <p>Develop listening and speaking skills in a range of contexts.          Aware that writing communicates meaning.          Give meaning to marks they make. Understand that thoughts can be written down.          Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b></p> <p>Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b></p> <p>Orally segment sounds in simple words.          Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b></p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.          Draws lines and circles.</p> <p><b>Talk for writing</b></p> <p>Orally retelling of stories. Orally changing key parts of story – The Little Red Hen/The Enormous Turnip</p>			
Phonics	<p><b>Phase 2</b></p> <p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.		

# Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

## Mathematics



Baseline – 2 weeks

Opportunity to settle in, intro the areas of provision inside and outside and get to know the children's mathematical knowledge through play, intro key times of day, class routines, where do things belong? Positional language

Master the Curriculum	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn	Getting To Know You	Getting To Know You	Getting To Know You	Just Like Me	Just Like Me	Just Like Me

Count objects, actions, and sounds.

Subitise

Matching - same/different, colour, size, shape.

Sorting into groups – counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers.

Comparing amounts – equal, more than, fewer than.

Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest

Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.

## Understanding the World

### Key Learning

**Communication** – talk about key events, in own lives. Talk • **Observe** – show an interest in significant events and experiences in their own lives and through books. • **Describe** – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. Research – find out about, people, places, events, objects, ask questions. • **Recall** – talk to others about what they know about a key person, character, event from the past. • **Chronology** – order simple experiences in relation to themselves, and others including stories, events, and experiences. • **Vocabulary** – use the language of time 'a long time ago' 'now' 'when I was little'

## History

### Chronology:

Talk about themselves and how they have changed from birth.

## Geography

Begin to develop a sense of continuity and change by being able to compare characters from stories.

### Knowledge

There was life before I was born. Things and people change with time.

## Science

How they have changed since being born

## Pzaz units:

### Seasonal changes

To name the seasons and put them in the correct order from any starting point.

### My Body

To identify and name some parts of the body.

**Communication:** Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

**Observation:** Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect

**Chronology**  
 To order a human time line  
 To use the Learning Journey display to remember what we did last week

**Enquiry**  
 How the harvest has changed. Farming past and present.  
 How things change in Autumn  
 Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change.  
 Do Older Pupils Have Bigger Hands?

**Respect**  
 Themselves, special things in their own lives.  
 Talk about and describe features of their own family, talk about families different to themselves.

**Mapping:**  
 Talk about the features of their immediate environment with visual representations e.g., classroom maps, Little red hen story map.

and care for the natural environment and all living things.

How the environment changes during the seasons.

Weather

**Expressive Arts and Design**

Develop storylines in their pretend play.

Artist study – Jackson Pollock (collaborative work) – link to bonfire night/firework pictures  
 Collaboration art – shared piece



*Poetry Basket*  
 Chop Chop                      Wise Old Owl  
 Pointy Hat                      Falling Apples  
 5 Little Pumpkins

Charanga – Autumn 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Overview &amp; Planning</b>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
<b>YEAR</b> <b>R</b>	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Charanga Songs:  
 Pat-a-cake  
 1, 2, 3, 4, 5, Once I Caught a Fish Alive  
 This Old Man  
 Five Little Ducks  
 Name Song  
 Things For Fingers

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.