



Read St. John's Reception Class Medium Term Planning

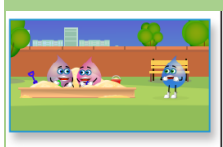



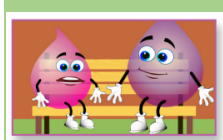
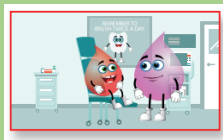
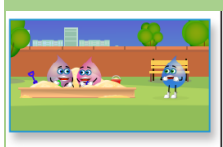



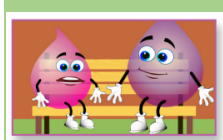
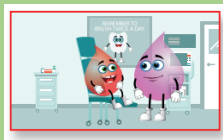
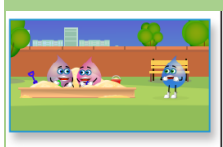



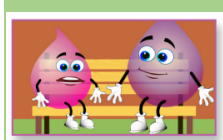
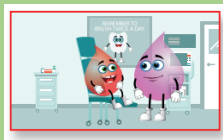
Autumn 2 – Festivals and Celebrations

Possible Themes & Interests (Based on interests the children have had in past years)	Autumn 2 – Festivals and Celebrations					
	AUTUMN	HALLOWEEN	HARVEST	BONFIRE NIGHT/FIRE SERVICE	DIWALI	CHRISTMAS
Suggested Texts Books following possible themes.						
	+ Daily songs, nursery rhymes and school/class songs.					

PRIME AREAS

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	<u>Best fit assessment</u> On track not on track extra focus assessment needed
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<p>Communication and Language</p>	<p>Listening: Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.</p> <p>Attention: Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - 'name'.</p> <p>Respond: Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Respond to others appropriately in play. <i>Engage in story times.</i> <i>Engage in non-fiction book.</i></p> <p>Understanding: <i>Follow instructions or a question with 2 parts in familiar situations.</i></p> <p>Speaking: Use intonation to make meaning clear to others. <i>Start a conversation with peers and familiar adults and continue it for many turns.</i> Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a simple event e.g., how scratched knee' Recognise words that rhyme or sound similar E.g., "Cat and hat". <i>Develop social phrases – "Good morning, how are you?"</i></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>			
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<p>Personal, Social and Emotional Development</p>	<p>Express feelings: Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the zone of regulation board. <i>Beginning to express their feelings and consider the perspectives of others.</i></p> <p>Manage behaviour: Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> <p>Self-awareness: Can talk about what they are doing and why.</p> <p>Independence: Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support can get dressed and undressed for PE sessions. Can follow instructions with 2 parts.</p> <p>Collaboration: Begin to share and take turns.</p> <p>Social skills: <i>Continue to build constructive and respectful relationships.</i> Seek familiar adults and peers to engage in conversations and ask for help.</p> <p>1 Decision</p> <table border="1" data-bbox="371 1575 1573 1978"> <tr> <td data-bbox="371 1575 578 1711">  </td> <td data-bbox="578 1575 964 1711"> <p>Blue's Best Friend Blue and Purple are best friends. One day, Blue arrives at the playground to find Purple playing with Pink. She feels very jealous. Through this story, Blue will find out how to manage this feeling.</p> </td> <td data-bbox="964 1575 1172 1711">  </td> <td data-bbox="1172 1575 1573 1711"> <p>Orange Feels Worried Orange has a worry; she can feel it in her tummy. During this story, Orange learns how speaking about her worry can help her manage and even overcome this feeling.</p> </td> </tr> <tr> <td data-bbox="371 1711 578 1848">  </td> <td data-bbox="578 1711 964 1848"> <p>Rainbow Feels Angry Rainbow is playing a game with Purple at the childminder's house. Rainbow keeps losing and starts to feel very angry. How will Rainbow manage this feeling of anger?</p> </td> <td data-bbox="964 1711 1172 1848">  </td> <td data-bbox="1172 1711 1573 1848"> <p>Red's Nut Allergy Red has a nut allergy. During this story, the other Drops find out more about allergies and how they can support Red, and ensure that he does not come into contact with nuts at school.</p> </td> </tr> <tr> <td data-bbox="371 1848 578 1978">  </td> <td data-bbox="578 1848 964 1978"> <p>Pink Feels Sad Pink feels sad but doesn't know why. During this story, Pink learns that by trying to talk about his feelings, it can help him to feel much better.</p> </td> <td data-bbox="964 1848 1172 1978">  </td> <td data-bbox="1172 1848 1573 1978"> <p>Red Visits the Dentist Red is losing a baby tooth. When it's time for his regular check up at the dentist, he worries about what the dentist might say.</p> </td> </tr> </table>		<p>Blue's Best Friend Blue and Purple are best friends. One day, Blue arrives at the playground to find Purple playing with Pink. She feels very jealous. Through this story, Blue will find out how to manage this feeling.</p>		<p>Orange Feels Worried Orange has a worry; she can feel it in her tummy. During this story, Orange learns how speaking about her worry can help her manage and even overcome this feeling.</p>		<p>Rainbow Feels Angry Rainbow is playing a game with Purple at the childminder's house. Rainbow keeps losing and starts to feel very angry. How will Rainbow manage this feeling of anger?</p>		<p>Red's Nut Allergy Red has a nut allergy. During this story, the other Drops find out more about allergies and how they can support Red, and ensure that he does not come into contact with nuts at school.</p>		<p>Pink Feels Sad Pink feels sad but doesn't know why. During this story, Pink learns that by trying to talk about his feelings, it can help him to feel much better.</p>		<p>Red Visits the Dentist Red is losing a baby tooth. When it's time for his regular check up at the dentist, he worries about what the dentist might say.</p>	<p>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.</p>			
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Any extra as relevant to the current needs of the children

Physical Development

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.

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Complete separate fine motor writing assessment.

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	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Indicate initials below						
Aut 1						
Aut 2						
Spr1						
Spr2						
Sum 1						
Sum 2						

Specific Areas

Literacy

COMPREHENSION
 Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.
 Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.
 Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.
 Sequence two events from a familiar story, using puppets, pictures from book or role-play.

WORD READING
 Read individual letters by saying the sounds for them.
 Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
 Read a few common exception words matched to our phonic programme.

WRITING
Emergent writing:
 Copies adult writing behaviour e.g., writing on a whiteboard, writing messages.
 Makes marks and drawings using increasing control.
 Know there is a sound/symbol relationship.
 Use some recognisable letters and own symbols.
 Write letters and strings, sometimes in clusters like words.
Composition:
 Orally compose a sentence and hold it in memory before attempting to write it.
Spelling:
 Orally spell VC and CVC words by identifying the sounds.
 Write own name.
Handwriting:
 Form letters from their name correctly. Recognise that after a word there is a space.
Talk for writing

Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. Read books consistent with their phonic knowledge.

Recite stories off by heart. Change key characters and then recite their own version.

Phonics

Phase 2

Little Wandle
Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) 	we me be

Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.

Mathematics

White Rose Maths

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
It's Me, 1,2 3	It's Me, 1,2 3	It's Me, 1,2 3	Light & Dark	Light & Dark	Light & Dark

Develop confidence in using manipulatives, graphical representations, subitising and exploring pattern.

Counting real life objects, subitising and counting objects that are identical before moving onto objects with slight differences such as size or colour.

Children encouraged to put objects into a line when counting so there is a clear start and end point.


Five frames used to support and compare numbers within 5.

Numerals introduced but not expected to write them at this stage.

Informal jottings/drawings to record thinking.

When counting continue to learn that the final number they say names the quantity of the set.

Continue to count, subitise and compare as they explore one more and one less.

	<p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Formation of 1,2,3</p> <p>Circles and triangles</p> <p>Spatial awareness: Positional language</p>	<p>Subitise or count to find how many and make own collections of 1,2, 3 objects. Match number names to numerals and quantities. Count up to 3 objects in diff arrangements by touching each object as they count. Recognise that the final number they say names the quantity in a set. Use own mark making to represent 1, 2 and 3.</p> <p>Begin to understand as we count each number is one more than the number before. Similarly, as we count back, each number is one less than the previous number.</p> <p>Intro idea all numbers are made up of smaller numbers. Explore and notice diff compositions of 2 and 4.</p> <p>Circles have one curved side, triangles have 3 straight sides. Recognise these shapes in everyday life. Show a variety of diff sized circles and triangles in diff orientations and sides with diff lengths.</p> <p>Hear and begin to use positional language to describe how items are positioned in relation to other items.</p>				
						
	<p>Coverage</p> <p>Representing 4, Comparing 4, Composition of 4, Formation of 4</p> <p>One more and less</p> <p>Shapes with 4 sides</p> <p>Time: Night and Day</p>	<p>Guidance (Subject knowledge)</p> <p>Count on and back to 4. Subitise up to 4 objects. Match number name to numeral and quantity. Say which sets have more and fewer.</p> <p>Use a five frame to represent numbers and predict how many there will be if they add one more or take one away. Understand the link between counting forwards and the one more pattern, then counting back and the one less pattern. Support with books and number rhymes e.g., 5 speckled frogs, 5 current buns, 5 little ducks.</p> <p>Squares (classes as special rectangles with 4 equal sides) and rectangles have 4 straight sides and 4 corners. Recognise these shapes in everyday life. Show these shapes in a variety of diff sizes and orientations.</p> <p>Talk about night and day and order key events in daily routines. Use language to describe when events happen e.g., day, night, morning, afternoon, before, after, today, tomorrow. Begin to measure time in simple ways e.g., counting number of sleeps, timers to measure durations.</p>				
<p>Understanding the World</p> <p>History</p>	<p>Knowledge To be able to describe magnetic attraction as a push and repulsion as a pull. To identify that certain metals are attracted to magnets, and non-metals are not. People in the past lived differently to how we live today.</p> <p>Chronology: Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: Visit – to Victorian Christmas Gawthorpe Hall</p>	<p>Scientific skills – 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. Explore the natural world around them by taking part in weekly forest school</p>				

Geography

Science
Pzaz units:
Magnets

Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.
Ask questions, use different sources to find answers including books.
Comment on images of familiar situations in the past.
Continue to develop a sense of continuity and change by being able to compare characters from stories.
What is attracted to a magnet?
Respect:
Recognise that people have different beliefs and celebrate special times in different ways.
Recognise some similarities and differences between life in this country and life in other countries.
- Look closely at and make comparisons between this country and the lives of people in other countries within the world (celebrations around the world)
Mapping:
Following a map of the school grounds to find 'Laura's star.'
To create their own map of school grounds.
Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.
Be able to direct a BeeBot around a simple map.

RE: Blackburn Diocese Units:

EYFS – Special Times

How do we celebrate special times?

EYFS – Christmas

How do we celebrate Jesus' birthday?

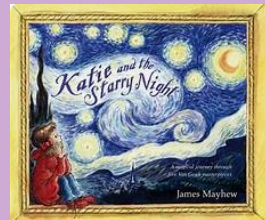
inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants.
How the environment changes during the seasons.

Weather

Expressive Arts
and Design

Develop storylines in their pretend play.

Artist Study: Vangough



Refer to Art and Design progression map to facilitate progression through child led interests.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Poetry Basket

A Basket of Apples
Leaves are Falling
Breezy Weather

Who Has Seen the Wind?
Cup of Tea
Mice

Charanga – Autumn 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overview & Planning	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
YEAR	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

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.

Learn to sing nursery rhymes and action songs:

- I'm A Little Teapot
- The Grand Old Duke Of York
- Ring O' Roses
- Hickory Dickory Dock
- Not Too Difficult
- The ABC Song