

Autumn 1 Medium Term Plan - Reception

Possible Theme		Possible WOW Moments		Special Celebrations
Me and My World Ourselves, families, local environment, buildings, countries, people who help us		Trip to the letter box Visit from police/ fire engine/ nurse Visit parish church		Harvest Festival (Oct) Black History Month (Oct)
Main Texts		Linked Texts		
Here We Are Emergency!		Happy in Our Skin Amazing Along Came a Different The Family Book		Fantastically Great Women Who Changed the World You Choose Home
Vocabulary Linked to Topic	parent cousin auntie uncle England Blackley Manchester confused disappointed proud	grandparent toddler adult compare younger older detached semi-detached terraced emotion expression pleased lonely	occupations e.g. dentist, paramedic, pilot, astronaut frightened angry frustrated excited	
Communication and Language	Objectives we will be covering: To begin to listen to longer stories To understand 'how' and 'why' questions To listen to their friends and adults for prolonged periods of time To follow an instruction with more than two parts To begin to recite poems, rhymes and songs independently To be able to retell a short story To use a range of tenses To start a conversation with an adult/ friend and continue it To use talk within their own play		Possible activities/ classroom enhancements: Wellcomm Big Book of Ideas for those children who are identified as Section 7 and below Learn a poem/ rhyme/ song a week Tales Toolkit Read stories including a range of tenses Words we Love display Daily Story Time Use of question hand Simon says – use 2/3 part instructions	
Personal, Social and Emotional Development	Objectives we will be covering: To talk about the feelings 'jealous', 'worried' and 'frightened' and is aware of synonyms for previously learnt feelings To recognise when they might feel 'jealous', 'worried' and 'frightened' and respond appropriately To recognise the feelings of characters in stories To tell others how they have made them feel To say what they are good at To follow rules independently To ask others for help To be aware of healthy and unhealthy foods		Possible activities/ classroom enhancements: Make fruit kebabs/ smoothies Colour Monster activities Circle time to talk about feelings Morning registration focused around feelings Story boxes so children can discuss characters and their feelings Social interventions – Time to Talk	
Physical Development	Objectives we will be covering: To demonstrate different types of balances To throw and catch a large ball To begin to use scissors		Possible activities/ classroom enhancements: PE topic: Dance Fine motor interventions Range of cutting activities	

Please note this overview will be adapted to suit the children's interests and needs. If you would like to see in more detail what we cover, then please look at the Key Skills documents for each area of learning.

	<p>To use large tweezers To begin to use a knife and fork To hold a pencil using 3 fingers and begin to use a tripod grip</p>	<p>Have a range of balls available in the outdoor area Throwing/ catching games e.g. Piggy in the middle, throw the ball without dropping it Dough disco Squiggle While You Wiggle Outdoor obstacle course including a balance beam/ bench Football</p>
Literacy	<p>Objectives we will be covering: To know the difference between a letter and a word To recognise Set 1 single-letter sounds To orally blend CVC words To begin to recognise rhyming words To begin to recognise Red Words: I, the, to, no, go To begin to find the blurb To ask questions about stories To repeat words and phrases from familiar stories To have favourite books and share them with others To know where to start forming the letters masdt To hear initial sounds To begin to segment CVC words</p>	<p>Possible activities/ classroom enhancements: Puppets in Reading Area Story spoons Tales Toolkit Word and letter sorting (show children a letter/ word and they must kick the ball at the corresponding target) Pinny Time (RWI) RWI interventions Additional daily RWI sessions Words of the week – children to practise reading and spelling the HFWs across the week Rhyming games Weekly Guided Reading Play I-spy Play Fred Talk games e.g. Fred says... Initial sounds sorting games e.g. Feed the troll</p>
Maths: White Rose Scheme	<p>For Maths we follow 'White Rose'. We will be covering the following topics: Getting to Know you Just Like Me It's 1,2,3! Please see separate Maths Medium Term Plan for more detail</p>	
Understanding of the World	<p>Objectives we will be covering: To begin to talk about past and upcoming events with their immediate family To talk about members of their family in more detail, including similarities and differences between members of their family To identify emergency situations and knows who to call To know that Blackley is in Manchester To identify similarities and differences between different houses and environments e.g. parks, woods, town To name all 5 senses and explain what they are To begin to understand Autumnal changes and talk about the similarities and differences between seasons To know and understand that God loves me and each one by name To know and understand the importance of my name</p>	<p>Possible activities/ classroom enhancements: Children send in photographs of their family Circle time – who do you live with? Where do you live? What did you do over summer? Role-play emergency scenarios Invite in a nurse/ fire engine/ police Learn about Mary Seacole – only display boys work to show unfair it was that Mary's discoveries weren't displayed because she was a woman. Guess the object – blindfold children and they must guess by smelling/ feeling the object Go on a senses walk 999 homework – children to learn their address and know where the phone is and what to do if there is an emergency at home</p>

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	<p>To know the story of Hanukkah To know and understand that we can make friends To know and understand that Jesus had good friends To know and understand what Jesus tells us about friendship</p>	<p>Walk around the local area</p>
<p>Expressive Arts and Design</p>	<p>Objectives we will be covering: To begin to mix primary colours to make secondary colours To begin to print with small blocks, small sponges, fruit, shapes and other resources To begin to draw bodies with detail e.g. bodies with sausage limbs and additional features To use a glue stick To learn how to use cellotape To explore with playdough To talk about how music makes them feel and identify if music is 'happy', 'scary' or 'sad' To name some instruments To make a short dance sequence To learn a dance routine To learn some nursery rhymes and simple songs To begin to enhance small world play with simple resources</p>	<p>Possible activities/ classroom enhancements: Self-portraits (pastels) Colour mixing powder paint outdoors Colour mixing in shaving foam Charanga Topic: Our World (Music) PE topic: Dance Have a range of instruments available in CP In Small World Area have available: material, natural resources</p>

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