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| **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 boxVisit from police/ fire engine/ nurseVisit parish church | Harvest Festival (Oct)Black History Month (Oct) |
| **Main Texts** | **Linked Texts** |
| Here We AreEmergency! | Happy in Our SkinAmazingAlong Came a DifferentThe Family Book | Fantastically Great Women Who Changed the WorldYou ChooseHomeWhy Should I Brush My Teeth? |
| **Vocabulary Linked to Topic** | parent cousin auntie uncle grandparent toddler adult compare younger older occupations e.g. dentist, paramedic, pilot, astronaut England Blackley Manchester detached semi-detached terraced emotion expression frightened angry frustrated excited confused disappointed proud pleased lonely teeth brush toothpaste gums plaque shadow dull waterproof frozen melt Spring Summer Autumn Winter warm icy sunshine windy clouds rainy fog thunder lightning rainbow hailstone storm  |
| **Communication and Language** | Objectives we will be covering:To begin to listen to longer stories To understand ‘how’ and ‘why’ questionsTo listen to their friends and adults for prolonged periods of timeTo follow an instruction with more than two partsTo begin to recite poems, rhymes and songs independentlyTo be able to retell a short storyTo use a range of tensesTo start a conversation with an adult/ friend and continue itTo 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 belowLearn a poem/ rhyme/ song a weekPoetry Basket: Chop Chop, Wise Old Owl, Falling Apples, Who has Seen the Wind? Cup of Tea, ShoesTales ToolkitRead stories including a range of tensesWords we Love displayDaily Story Time Use of question handSimon 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 feelingsTo recognises when they might feel ‘jealous’, ‘worried’ and ‘frightened’ and respond appropriatelyTo recognise the feelings of characters in storiesTo tell others how they have made them feelTo say what they are good atTo follow rules independentlyTo ask others for helpTo be aware of healthy and unhealthy foods | Possible activities/ classroom enhancements:Make fruit kebabs/ smoothiesColour Monster activitiesCircle time to talk about feelingsMorning registration focused around feelingsStory boxes so children can discuss characters and their feelingsSocial interventions – Time to Talk |
| **Physical Development** | Objectives we will be covering:To demonstrate different types of balancesTo throw and catch a large ballTo begin to use scissorsTo use large tweezersTo begin to use a knife and forkTo hold a pencil using 3 fingers and begin to use a tripod grip | Possible activities/ classroom enhancements:PE topic: DanceFine motor interventionsRange of cutting activitiesHave a range of balls available in the outdoor areaThrowing/ catching games e.g. Piggy in the middle, throw the ball without dropping itDough discoSquiggle While You WiggleOutdoor obstacle course including a balance beam/ benchFootball |
| **Literacy** | Objectives we will be covering:To know the difference between a letter and a word To recognise Set 1 single-letter soundsTo orally blend CVC wordsTo begin to recognise rhyming wordsTo begin to recognise Red Words: I, the, to, no, goTo begin to find the blurbTo ask questions about storiesTo repeat words and phrases from familiar storiesTo have favourite books and share them with othersTo know where to start forming the letters masdtTo hear initial soundsTo begin to segment CVC words | Possible activities/ classroom enhancements:Puppets/ story spoons in Reading AreaUse Tales Toolkit as a class to create own stories using the structure ‘character, setting, problem and resolution’. Also use the language of beginning, middle and end. Word and letter sorting (show children a letter/ word and they must kick the ball at the corresponding target)Pinny Time (RWI) interventions for those not on track. Additional daily RWI session to take place each afternoon Words of the week – children to practise reading and spelling the HFWs across the weekRhyming gamesWeekly Guided ReadingPlay I-spyPlay Fred Talk games e.g. Fred says…Initial sounds sorting games e.g. Feed the troll |
| **Maths:****White Rose Scheme** | For Maths we follow ‘White Rose’. We will be covering the following topics:Getting to Know youJust Like MeIt’s 1,2,3!Please see separate Maths Medium Term Plan for more detail |
| **Understanding of the World** | Objectives we will be covering:To begin to talk about past and upcoming events with their immediate familyTo talk about members of their family in more detail, including similarities and differences between members of their familyTo identify emergency situations and knows who to callTo know that Blackley is in ManchesterTo identify similarities and differences between different houses and environments e.g. parks, woods, townTo name all 5 senses and explain what they areTo begin to understand Autumnal changes and talk about the similarities and differences between seasonsTo know and understand that God loves me and each one by nameTo know and understand the importance of my nameTo know the story of Hanukkah To know and understand that we can make friendsTo know and understand that Jesus had good friendsTo know and understand what Jesus tells us about friendship | Possible activities/ classroom enhancements:Circle time – who do you live with? Where do you live? What did you do over summer?Children to make all about me boxes. Fill them with objects that are special to them e.g. photos, special toy, baby item. Children to present what is in their box. Create display around them. Circle games around physical appearance/ personalityUse visual timelines to help with chronology of dayStart a timeline in the classroom to show what children do over the year (include seasons, trips, celebrations) Put a marker to show the present point on the line. Talk about events being in the past or future. Role-play emergency scenariosInvite in a nurse/ fire engine/ policeLearn about Mary Seacole – only display boys work to show unfair it was that Mary’s discoveries weren’t displayed because she was a woman. Senses activity: Guess the object – blindfold children and they must guess by smelling/ feeling the objectDiscuss seasons and the seasonal changes999 homework – children to learn their address and know where the phone is and what to do if there is an emergency at homeWalk around the local areaDaily calendar: teach children songs for DOW and months, introduce language of weekendTake photos of children so can discuss how they change over the yearWalk around local area. Compare and contrast old and new buildings.Look at old photographs of the school. Introduce children to the bursh bus and the importance of brushing teethSort teeth into well looked after teeth and teeth that aren’t looked afterSet up a weather station |
| **Expressive Arts and Design** | Objectives we will be covering:To begin to mix primary colours to make secondary coloursTo begin to print with small blocks, small sponges, fruit, shapes and other resourcesTo begin to draw bodies with detail e.g. bodies with sausage limbs and additional featuresTo use a glue stickTo learn how to use cellotapeTo explore with playdoughTo talk about how music makes them feel and identify if music is ‘happy’, ‘scary’ or ‘sad’To name some instrumentsTo make a short dance sequenceTo learn a dance routineTo learn some nursery rhymes and simple songsTo begin to enhance small world play with simple resources | Possible activities/ classroom enhancements:Self-portraits (pastels) using mirrors – observational drawingsColour mixing powder paint outdoorsColour mixing in shaving foamCharanga Topic: Our World (Music)PE topic: DanceHave a range of instruments available in CPIn Small World Area have available: material, natural resourcesRole-play daily school and home routines – with increased attention to the sequence of events (past & present)Children to learn a range of Nursery Rhymes and the stories behind them. Where are the stories taking place? E.g. in a town, countryside What happened? sequence events. How has it changed? E.g. how have houses changed now from the houses Wee Wllie Wilkie rain past |