

**Autumn 1 Medium Term Plan - Reception**

Possible Theme		Possible WOW Moments		Special Celebrations	
<b>Me and My World</b> Ourselves, families, local environment, buildings, countries, people who help us		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 Why Should I Brush My Teeth?	
<b>Vocabulary Linked to Topic</b>	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				
<b>Communication and Language</b>	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 Poetry Basket: Chop Chop, Wise Old Owl, Falling Apples, Who has Seen the Wind? Cup of Tea, Shoes 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 Whole clas Word Aware sessions x3 weekly		
<b>Personal, Social and Emotional Development</b>	Objectives we will be covering: To talk about the feelings 'jealous', 'worried' and 'frightened' and is aware of synonyms for previously learnt feelings To recognises 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		Possible activities/ classroom enhancements: Make fruit kebabs/ smoothies Colour Monster activities Circle time to talk about feelings Morning registration focused around feelings Self-registration to be based on zones of regulation Story boxes so children can discuss characters and their feelings Social interventions – Time to Talk Think Equal sessions x3 weekly		

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	<p>To ask others for help</p> <p>To be aware of healthy and unhealthy foods</p>	
<b>Physical Development</b>	<p>Objectives we will be covering:</p> <p>To demonstrate different types of balances</p> <p>To throw and catch a large ball</p> <p>To begin to use scissors</p> <p>To use large tweezers</p> <p>To begin to use a knife and fork</p> <p>To hold a pencil using 3 fingers and begin to use a tripod grip</p>	<p>Possible activities/ classroom enhancements:</p> <p>PE topic: Dance</p> <p>Fine motor interventions</p> <p>Range of cutting activities</p> <p>Have a range of balls available in the outdoor area</p> <p>Throwing/ catching games e.g. Piggy in the middle, throw the ball without dropping it</p> <p>Dough disco</p> <p>Squiggle While You Wiggle</p> <p>Outdoor obstacle course including a balance beam/ bench</p> <p>Football</p>
<b>Literacy</b>	<p>Objectives we will be covering:</p> <p>To know the difference between a letter and a word</p> <p>To recognise Set 1 single-letter sounds</p> <p>To orally blend CVC words</p> <p>To begin to recognise rhyming words</p> <p>To begin to recognise Red Words: I, the, to, no, go</p> <p>To begin to find the blurb</p> <p>To ask questions about stories</p> <p>To repeat words and phrases from familiar stories</p> <p>To have favourite books and share them with others</p> <p>To know where to start forming the letters masdt</p> <p>To hear initial sounds</p> <p>To begin to segment CVC words</p>	<p>Possible activities/ classroom enhancements:</p> <p>Puppets/ story spoons in Reading Area</p> <p>Use 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.</p> <p>Word and letter sorting (show children a letter/ word and they must kick the ball at the corresponding target)</p> <p>Pinny Time (RWI) interventions for those not on track.</p> <p>Additional daily RWI session to take place each afternoon</p> <p>Words of the week – children to practise reading and spelling the HFWs across the week</p> <p>Rhyming games</p> <p>Weekly Guided Reading</p> <p>Play I-spy</p> <p>Play Fred Talk games e.g. Fred says...</p> <p>Initial sounds sorting games e.g. Feed the troll</p> <p>Mini Mash: Body parts labelling –read/ listen to the word and match it to the correct body part.</p>
<b>Maths: White Rose Scheme</b>	<p>For Maths we follow 'White Rose'. We will be covering the following topics:</p> <p>Getting to Know you</p> <p>Match, Sort and Compare</p> <p>Talk About Measure and Patterns</p> <p>It's 1,2,3!</p> <p>Please see separate Maths Medium Term Plan for more detail</p>	

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<p><b>Understanding of the World</b></p>	<p>Objectives we will be covering:</p> <ul style="list-style-type: none"> <li>To begin to talk about past and upcoming events with their immediate family</li> <li>To talk about members of their family in more detail, including similarities and differences between members of their family</li> <li>To identify emergency situations and knows who to call</li> <li>To know that Blackley is in Manchester</li> <li>To identify similarities and differences between different houses and environments e.g. parks, woods, town</li> <li>To name all 5 senses and explain what they are</li> <li>To begin to understand Autumnal changes and talk about the similarities and differences between seasons</li> <li>To know and understand that God loves me and each one by name</li> <li>To know and understand the importance of my name</li> <li>To know the story of Hanukkah</li> <li>To know and understand that we can make friends</li> <li>To know and understand that Jesus had good friends</li> <li>To know and understand what Jesus tells us about friendship</li> <li>Be able to draw using a touch screen</li> <li>Be able to select colours and pencil widths</li> <li>Be able to use an eraser</li> </ul>	<p>Possible activities/ classroom enhancements:</p> <ul style="list-style-type: none"> <li>Circle time – who do you live with? Where do you live? What did you do over summer?</li> <li>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.</li> <li>Circle games around physical appearance/ personality</li> <li>Use visual timelines to help with chronology of day</li> <li>Start 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.</li> <li>Role-play emergency scenarios</li> <li>Invite in a nurse/ fire engine/ police</li> <li>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.</li> <li>Senses activity: Guess the object – blindfold children and they must guess by smelling/ feeling the object</li> <li>Discuss seasons and the seasonal changes</li> <li>999 homework – children to learn their address and know where the phone is and what to do if there is an emergency at home</li> <li>Walk around the local area</li> <li>Daily calendar: teach children songs for DOW and months, introduce language of weekend</li> <li>Take photos of children so can discuss how they change over the year</li> <li>Walk around local area. Compare and contrast old and new buildings.</li> <li>Look at old photographs of the school.</li> <li>Introduce children to the brush bus and the importance of brushing teeth</li> <li>Sort teeth into well looked after teeth and teeth that aren’t looked after</li> <li>Set up a weather station</li> <li>Mini Mash: Create Avatar for tray, Paint projects</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<p>Objectives we will be covering:</p> <ul style="list-style-type: none"> <li>To begin to mix primary colours to make secondary colours</li> <li>To begin to print with small blocks, small sponges, fruit, shapes and other resources</li> <li>To begin to draw bodies with detail e.g. bodies with sausage limbs and additional features</li> <li>To use a glue stick</li> <li>To learn how to use cellotape</li> <li>To explore with playdough</li> </ul>	<p>Possible activities/ classroom enhancements:</p> <ul style="list-style-type: none"> <li>Self-portraits (pastels) using mirrors – observational drawings</li> <li>Colour mixing powder paint outdoors</li> <li>Colour mixing in shaving foam</li> <li>PE topic: Dance</li> <li>Have a range of instruments available in CP</li> <li>In Small World Area have available: material, natural resources</li> <li>Role-play daily school and home routines – with increased attention to the sequence of events (past &amp; present)</li> </ul>

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	<p>To talk about how music makes them feel and identify if music is 'happy', 'scary' or 'sad'</p> <p>To make a short dance sequence</p> <p>To learn a dance routine</p> <p>To learn some nursery rhymes and simple songs</p> <p>To begin to enhance small world play with simple resources</p> <p>To know that we can move with the pulse of the music</p> <p>To copy basic rhythm patterns</p>	<p>Add babies to home corner, along with linked texts</p> <p>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 Willie Wilkie ran past</p> <p>Learn range of songs linked to: body parts, ourselves, families</p> <p>Copy simple rhythms – clapping</p>
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