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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 box  Visit from police/ fire engine/ nurse  Visit parish church | | | Harvest Festival (Oct)  Black History Month (Oct) | |
| **Main Texts** | | | **Linked Texts** | | | |
| Amazing  Emergency! | | | Happy in Our Skin  Along Came a Different  The Family Book | | | Fantastically Great Women Who Changed the World  You Choose  Home  Why 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’ 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 | | |
| **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 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  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  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 | | |
| **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  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 | | | Possible activities/ classroom enhancements:  PE topic: Dance  Fine motor interventions  Range of cutting activities  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 | | |
| **Literacy** | 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 | | | Possible activities/ classroom enhancements:  Puppets/ story spoons in Reading Area  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.  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 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  Mini Mash: Body parts labelling –read/ listen to the word and match it to the correct body part. | | |
| **Maths:**  **White Rose Scheme** | 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 | | | | | |
| **Understanding of the World** | 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  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  Be able to draw using a touch screen  Be able to select colours and pencil widths  Be able to use an eraser | | | 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/ personality  Use visual timelines to help with chronology of day  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.  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.  Senses activity: Guess the object – blindfold children and they must guess by smelling/ feeling the object  Discuss seasons and the seasonal changes  999 homework – children to learn their address and know where the phone is and what to do if there is an emergency at home  Walk around the local area  Daily calendar: teach children songs for DOW and months, introduce language of weekend  Take photos of children so can discuss how they change over the year  Walk around local area. Compare and contrast old and new buildings.  Look at old photographs of the school.  Introduce children to the brush bus and the importance of brushing teeth  Sort teeth into well looked after teeth and teeth that aren’t looked after  Set up a weather station  Mini Mash: Create Avatar for tray, Paint projects | | |
| **Expressive Arts and Design** | 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 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  To know that we can move with the pulse of the music  To copy basic rhythm patterns | | | Possible activities/ classroom enhancements:  Self-portraits (pastels) using mirrors – observational drawings  Colour mixing powder paint outdoors  Colour mixing in shaving foam  PE topic: Dance  Have a range of instruments available in CP  In Small World Area have available: material, natural resources  Role-play daily school and home routines – with increased attention to the sequence of events (past & present)  Add babies to home corner, along with linked texts  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 ran past  Learn range of songs linked to: body parts, ourselves, families  Copy simple rhythms – clapping | | |