

Reception Medium Term Planning: Autumn 1- Marvellous Me

VISION The St Nicholas C of E Primary School curriculum provides a hands on, investigative approach with memorable moments and challenge for all. Through this, children develop high expectations and aspirations for themselves, curiosity and a passion to drive their own learning. Our values and moral code underpin an ethos of care within our safe, nurturing environment. We provide a journey of learning whilst developing each child holistically and recognising the uniqueness of every individual learner.									
Prime Areas		Week 1 Transition 1/9/25	Week 2 8/9/25	Week 3 15/9/25	Week 4 22/9/25	Week 5 29/9/25	Week 6 06/10/25	Week 7 13/10/25	Week 8 20/10/25
		Marvellous Me							
		Baseline to be completed				Growing up	My body	People who help us	People who help us
		Starting school	All about me	Family	Family				
Communication and Language		Listens to one another in small groups - during story time/circle time. Respond to simple instructions - whilst modelling routines/tidy up time/behaviour expectations.	Listens to one another in small groups - during story time/circle time. Respond to simple instructions - whilst modelling routines/tidy up time/behaviour expectations.	Uses vocab focused on objects and people that are of particular importance to them.	Uses vocab focused on objects and people that are of particular importance to them.	Marvellous me boxes Uses talk to connect ideas about what is happening.	Marvellous me boxes Beginning to understand How and why questions. Beginning to focus attention.	Questions why things happen and gives explanations.	Beginning to understand how and why questions.
Physical Development		Fine - control a variety of tools. Gross - Using my core to balance.	Fine - control a variety of tools. Gross - Using my core to balance.	Fine - To develop a pincer grip/tripod grip. Gross - to move my body in a range of ways.	Fine - to draw lines and circles. Modelling how to hold a pencil - difference between pincer/grab grip. (name tracing) Gross - to cross the midline with my body.	Fine - to draw lines and circles. Using one handed tools Effectively e.g. scissors. Gross - Moving with confidence in different ways - during P.E- to build core strength.	Fine - Can copy letters	Fine - to draw a simple representation of myself.	
PSED		MS - to recognise when I need to go to the toilet and wash my hands (model toilet) BR - To join in with others in my play. SR - Aware of the boundaries and rules set and behavioural expectations in a setting	MS - to recognise when I need to go to the toilet and wash my hands (model toilet) BR - To join in with others in my play. SR - Aware of the boundaries and rules set and behavioural expectations in a setting	MS - To try new activities with support BR - To join in with others in my play. SR - Can adapt behaviour to different routines - lunch time/outside.	Jigsaw: I can identify some of the jobs I do in my family and how I feel like I belong. BR - To share and take turns. SR - Aware that own behaviour affects others - adults model shared play.	Jigsaw: I know how to make friends to stop myself from feeling lonely BR - To share and take turns. SR - Aware that own behaviour affects others - adults model shared play.	Jigsaw: I can think of ways to solve problems and stay friends. BR - To play cooperatively.	Jigsaw: I am starting to understand the impact of unkind words. BR - I know how to be a good friend.	Jigsaw: I can use calm me time to manage my feelings. MS - I am learning to manage my own personal hygiene needs.
Specific Areas	Literacy	Phonics - phase 1 identify/listening for sounds. Word reading - recognises rhythm in spoken words and that some words sound the same. Comprehension - to listen and responds to stories. Writing - Ascribe meaning to marks	Phonics - phase 1 identify/listening for sounds. Word reading - recognises rhythm in spoken words and that some words sound the same. Comprehension - to listen and responds to stories. Writing - Ascribe meaning to marks	Phonics - phase 1 identify/listening for sounds. Word reading - identify syllables in words e.g. their names. Comprehension - To talk about stories that I like. Writing - Ascribe meaning to marks	Phonics - Begin Phase 2 (continue with phase 1 activities as part of session) Word reading - in illustrations/print in the environment recognise familiar words and signs. Recognises letters in their name. Comprehension - To talk about stories that I like. Writing - To use shapes in my writing.	Phonics - Phase 2 Word reading - to recognise that some words start with the same sounds. Comprehension - To talk about key event in a familiar story or poem Writing - learning to write some letters in my name.	Phonics - Phase 2 Word reading - to hear and say initial sounds in words. Comprehension - to join in with repeated parts of familiar stories, rhyme or poem. (poetry basket) Writing - learning to write some letters in my name.	Phonics - Phase 2 Word reading - to hear and say initial sounds in words. Comprehension - To act out parts of familiar stories. Writing - To represent the initial sound correctly in my writing.	Phonics - Phase 2 Word reading - to hear and say initial sounds in words. Comprehension - To listen more attentively to stories. Writing - To represent the initial sound correctly in my writing.
	Mathematics	M/O Recite numbers Positional Language Baseline assessment	M/O Number rhymes/songs Baseline assessment	M/O Number rhymes/songs Focus: Match, sort and compare	M/O Recite numbers Focus: Match, sort and compare	M/O number recognition Focus: Talk about measure and patterns.	M/O positional language Focus: Talk about measure and patterns.	M/O: positional language Focus: Its' me 1 2 3	Focus: Its' me 1 2 3
	Understanding the World	G - to talk about my immediate environments (classroom)	G - to talk about my immediate environments (classroom)	H - To talk about past and present events that happened in my own life. (circle time)	H - Talk about people I know. G - To notice features of my environment. RE: looks at what the Bible says about God.	H - To compare myself now and when I was a baby. S - talk about how things grow and change. RE: Using the word 'God' in church (looking at a church)	S - talk about how things grow and change (seasons) RE: Learning from the bible and praying. (bible story)	S - talk about how things look, feel, sound and smell. RE: what the bible says about 'God'	H -Talk about people I know and the jobs they do. S - to notice things in the natural world (autumn) To use my sense to explore natural materials. RE: Christians and the community.
	EAD	Art - to use a variety of tools To use shapes in my drawings. Music - Sing familiar songs and exploring sounds	Art - to explore colours. DT - to control to tools safely. Music - Sing familiar songs and exploring sounds	Art - to explore colours. DT - to control to tools safely. Music - All about me lesson 1	Art - learning to draw a person with some features - Self portraits. DT - to use different materials in a variety of ways. Music - All about me lesson 2	Art - learning to draw a person with some features - Self portraits. DT - to use different materials in a variety of ways. Music - All about me lesson 3	Art - To use simple shapes in my drawings - skeleton pictures. Music - All about me lesson 4	Art - experiment with different techniques., Matisse collage faces. Music - All about me lesson 5	Art - experiment with different techniques., Matisse collage faces. To represent my ideas with 3D materials - Transient art pictures. Music - All about me lesson 6

