Autumn Term 1 Medium Term Plan

Theme: Marvellous Me

Enquiry Question: Why am I special?

Throughout all learning, the Reception team will ensure activities and interactions will support the **Characteristics of Learning:**Playing a they known that they known the control of t

Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to 'have a go'

Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do

Creating and thinking critically – thinking; Having their own ideas; Making links; Choosing ways to do things.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Theme of the Week	Starting school & my new class	Starting school continued	My Body and Senses	Healthy Me	My feelings	My family and friends	My home and local area	Harvest and Autumn
Book of the Week	Harry and the Dinosaurs go to school	Our class is a family	Funny bones	Germs are not for sharing	The Colour Monster / Ruby's Worry	All Kinds of Families	Maisie Goes to the Local Shop / Three Little Pigs	Pumpkin Soup / The Leaf Thief
Nursery Rhyme of the Week	Twinkle, Twinkle Little Star	The Wheels on the Bus	Head, Shoulders, Knees and Toes	Miss Polly Had a Dolly	If You're Happy and You Know It	The Family Song	This is the way we go to school	Dingle Dangle Scarecrow
Vocabulary Focus	School, teacher, friend, class, rules, share, hello, goodbye, feelings, name	Friend, school, share, kind, help, together, play, bus, bag, rules, safe	Eyes, ears, nose, mouth, fingers, toes, smell, hear, touch, taste, see, body, same, different	Germs, wash, clean, teeth, brush, healthy, food, drink, exercise, rest, sneeze, cover	Happy, sad, angry, worried, excited, calm, feelings, emotions, share, help, kind, safe	Family, parent, sibling, friend, aunt, uncle, cousin, share, help, kind, love, same, different	Home, school, park, shop, mosque, church, bus, stop, neighbour, street, map, near, far, journey	Autumn, harvest, leaves, pumpkin, acorn, apple, share, crops, farmer, tree, season, weather
Circle Time Themes	How do I feel about school? What makes a good friend?	What makes me happy at school? How can we look	What can my body do? How do I use my senses?	How do I keep healthy? Why is	How do I feel today? What	Who is in my family? What	Where do I live? What is my	What changes happen in

		after our things?		handwashing important?	makes me happy/sad?	makes a good friend?	favourite local place?	Autumn? What is a harvest?
Personal,	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation	Self-Regulation
Social, Emotional Development	Getting to know our class and friends	Zones of Regulation - Green. What makes us happy?	Zones of Regulation - Yellow. How do we calm ourselves?	Zone of Regulation - Red. How can we calm ourselves when we are angry?	Zones of Regulation - Blue. How do we feel when we are tired?	Resolving conflict - model ways to calm down.	Resolving conflict - How can we learn how to take turns with our friends?	Mindfulness activities - discuss how we feel before/after this activity
	Managing Self	Managing Self	Managing Self	Managing Self	Managing Self	Managing Self	Managing Self	Managing Self
	Familiarisation activities within class	Why do we have rules? Create class charter and rules.	Explore indoor and outdoor environment independently	We can manage own basic hygiene - washing hands, going to the toilet	We can follow rules without needing an adult to remind us	We can identify when we do and don't need help	We see ourselves as a valuable individual	I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks them to do something that makes me feel sad, embarrassed or upset
	Building relationships	Building relationships	Building relationships	Building relationships	Building relationships	Building relationships	Building relationships	Building relationships
	We can join in small group play activities	We can join in small group play activities	We can play with one or more children	We can work together to create an exciting area of learning in the classroom	We are starting to understand how other may be feeling?	We can play with one or more other children - extending and elaborating play ideas	We can find solutions to conflict	We understand that we are members of a community
Communication & Language	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding

	We can listen to stories and understand what is happening with the help of pictures	We can listen carefully and understand why listening is important	We can listen carefully and understand why listening is important	We can follow an instruction made up of two parts	We can understand 'why' questions	We engage fully in stories within the class	We listen carefully to rhymes and song, paying attention to how they sound	We can learn rhymes, poems and songs
	Speaking	Speaking	Speaking	Speaking	Speaking	Speaking	Speaking	Speaking
	We can participate in the register and start to develop social phrases, ie, Good Morning	We can use full sentences when talking to friends and adults	we can use full sentences when talking to friends and adults	We can use a range of social phrases throughout the day, ie, Good Morning, Good afternoon	We can ask 'why' questions	We can learn new vocabulary and use it correctly	We can join in rhymes and song, paying attention to how they sound	We can sing rhymes, poems and songs
Physical Development	Fine We can use a knife and fork to eat our lunch	Fine We can use a knife and fork to eat our lunch	Fine We can show a preference for dominant hand	Fine We can use a comfortable grip with good control	Fine We can use a comfortable grip with good control	Fine We can use scissors correctly	Fine We can pick up small objects using good control	Fine We can start to form some letters correctly
	Gross We are increasingly independent when putting on coats and doing up zips	Gross We are increasingly independent when putting on coats and doing up zips	Gross We can collaborate with other to manage large items	Gross We can navigate safe ways to travel around the area and using the trikes and bikes safely.	Gross We can follow a series of movements incorporating balance and grace	Gross We can follow a series of movements including hoping, skipping and jumping	Gross We can follow a series of movements including hoping, skipping and jumping	Gross We are able to line up, queue and manage our personal hygiene throughout the day
Literacy	Word reading We can recognise our names	Word reading	Word reading We know that text in English	Word reading We can recognise words	Word reading We can recognise words	Word reading We can turn pages and follow	Word reading We understand that print has	Word reading We are starting to read some

		We can	move across the	with the same	with the same	the sequence of	different	letters by saying
	Phonics:	recognise our	page (left to	initial	initial	a book.	purposes	the sounds for
	Pnonics:	names	right)					them.
	Recap phase 1							
				Phonics:	Phonics:	Phonics:	Phonics:	
		Phonics:	Phonics:	Little Wandle	Little Wandle	Little Wandle	Little Wandle	Phonics:
		Little Wandle	Little Wandle	week 2	week 3	week 4	week 5	Little Wandle
		week 1	week 1	WEER Z	Week 3	WEEK	week 5	review
		WEEK 1	WEEK I					Teview
	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
	We can engage in story	We can repeat	We can repeat	We can ask	We can make	We can develop	We can use new	We can predict
	time.	words and	words and	questions about	comments and	play around	vocabulary that	different
		phrases from	phrases from	a book.	share ideas	favourite	we have learnt in	endings to
		familiar stories.	familiar stories.		about a book.	stories.	a book.	stories
	Writing	Writing	Writing	Writing	Writing	Writing	Writing	Writing
	We can write some or all	We can write	We can write	We can write	We can write	We can write	We can write	We can write
	of our name	some or all our	some or all our	some or all our	some letters	some letters	some letters	some letters
		name	name	name	accurately.	accurately.	accurately.	accurately.
Mathematics	Number	Number		Number	-1	Number		Number
	Number blocks	We can show 'finger numbers' up to		We can recognise up to 3 objects		We can link numerals and amounts		We can use our
Milita Dana		5.		without having to	count them	up to 5.		own symbols
White Rose				individually (subit	ising).			represent
Maths								numbers.
	Numerical Patterns Numerical Patterns		ns	Numerical Patterns		Numerical Patter	ns	Numerical
	Shapes	We can say one nu	ımber for each	We can compare of	quantities using	We can talk about	and explore 2D	Patterns
		item in order: 1, 2	, 3, 4, 5.	language: more than, fewer than,		and 3D shapes using informal		Recite numbers
				equal to.		mathematical lang	uage.	past 5 and in
								order
1								or der

								to 10
Understanding	Past & Present	Past & Present	Past & Present	Past & Present	Past & Present	Past & Present	Past & Present	Past & Present
the world	We can talk about what we did at home before we came to school.	We understand that some stories were written a long time ago.	We know that our parents had different types of toys and games to what we have today.	We understand that we belong to a family of different generations.	We know that we were once babies who grew into adults.	We know that we will grow into adults in the future.	We know that we will grow into adults in the future.	We can recognise how our local area has changed.
	People, Culture and Communities We know that we are joining a new school	People, Culture and Communities I can use a simple map to	People, Culture and Communities We know that our friends come	People, Culture and Communities We can	People, Culture and Communities We can recognise some	People, Culture and Communities We know how people in our	People, Culture and Communities We know that some places are	People, Culture and Communitie We know that some places are
	community.	find places in my school. I know my school	from different communities from around the	recognise similarities and differences	occupations within our community	community help us. We can name	special to families in our community.	special to families in our community.
	I know my school is part of the local area.	is part of the local area.	world.	between different cultures.		and describe people who are familiar to them	I know my local area has houses, roads, parks, and shops.	I know that parks are places where people go to relax, play, and spend time with others
							I know we can use maps to show where things are in the local area.	
	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World

	We can find natural resources in our EYFS garden.	We can group materials we find in out EYFS garden.	We know that we have five senses.	We can use one of our senses to identify / group objects.	We can use one of our senses to identify / group objects.	We can use one of our senses to identify / group objects	We know how we can care for the natural world.	We know how we can care for the natural world
			I know we can use our senses to explore the world around us, like hearing cars and feeling the grass.	I can talk about things I see in my local area e.g. shop, road, lamppost.	I can describe what I hear, smell, and feel during my walk.			
Expressive Arts and Design	Creating with Materials We can take part in pretend play, representing one object for another thing.	Creating with Materials We can create use continuous lines to represent objects.	Creating with Materials We are able to explore colours and mix them to create a new effect.	Creating with Materials We can show different emotions in our drawings, such as happiness and	Creating with Materials We can use blocks and construction items to create different small	Creating with Materials We can develop complex stories using small world equipment such as dolls houses.	Creating with Materials We can use drawing to represent ideas like movement or loud noises.	Creating with Materials We can use drawing to represent ideas like movement or loud noises.
	Drawing: Frida Kahlo	Drawing: Frida Kahlo	Drawing: Frida Kahlo	sadness. Drawing: Frida Kahlo	worlds. Drawing: Frida Kahlo	Drawing: Frida Kahlo	Drawing: Frida Kahlo	Drawing: Frida Kahlo
	Being Imaginative and Expressive We can listen to what we	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive
	have heard, and respond in an expressive way.	We can take part in songs and	We can explore and engage in	We understand that music can	We can create our own songs or	We can share our feelings about watching a	We can sing a song within the	We can sing a song within the

	1	1		1		1	1	T
		create actions	music making in a	change the way	improvise ones	dance	correct pitch of	correct pitch of
		to go with them	small group.	that you feel.	that we know.	performance.	tone.	tone.
R.E.	Settling in	God made our beeverything in it. God created the way 'Indeed it is very	vorld and said	God made me God created the world and said 'Indeed it is very good' Genesis 1:31	God made me and God made my family	God loves us and we part of God's family through Baptism	God made each of us and we must look after ourselves and each other	God made our beautiful world and everything in it. We should care for our beautiful world.
Music -	Me!	Me!	Me!	Me!	Me!	Me!	Me!	Me!
Charanga	How does music help us learn about ourselves?	How does music help us learn about ourselves?	How does music help us learn about ourselves?	How does music help us learn about ourselves?	How does music help us learn about ourselves?	How does music help us learn about ourselves?	How does music help us learn about ourselves?	How does music help us learn about ourselves?
			Pat-a-cake	1, 2, 3, 4, 5, Once I Caught A Fish Alive	This Old Man	Five Little Ducks	Name song	Things for Fingers
Computing		Online Safety Drawing Skills	Drawing Skills	Drawing Skills	Drawing Skills	Drawing Skills	Drawing Skills	Drawing Skills
		I can select colours when painting on the computer	I can draw pictures on the computer to go with my work	I can use a computer to draw with different widths of pens	I can try the different tools that I can draw with on the computer	I can use the undo button correctly	I can use the erase button	I can use a touchscreen device purposefully (All on whiteboard)
Extra experiences								