



**Reception – Medium Term Planning**

**Aspirations – Collaboration – Connections – Creativity - Expression**

**Learning Unit 1 – All about Me / Tell Me a Story**

<b>Experiences / Visits</b>	Play and Stay session and Key Person meetings for Transition																				
<b>Area of Learning</b>	<b>KNOWLEDGE, SKILLS AND UNDERSTANDING</b>	<b>SUGGESTED FOCUSED LEARNING ACTIVITIES</b>	<b>CONTINUOUS PROVISION IDEAS</b>																		
<b>Communication and Language</b>	<p>To listen carefully.            To understand why listening is important.            To use recently introduced vocabulary in their play.            To listen and join in (where appropriate) during story times.            To retell fairy tales and stories.            To sing and listen to nursery rhymes.            To explore and talk about non-fiction books.            To hold back-and-forth conversations with adults and peers.</p>	<p>Guided reading sessions – introduce story vocabulary for them to use when retelling the story.            Drawing Club            Weekly (at least) circle times.            Time spent introducing rules – listening, attention and joining in, golden rules.            Daily story time – including non-fiction books.            Rock-it music lessons.            Singing nursery rhymes daily.</p>	<p>Wide range of books in reading corner – familiar stories that they can retell, non-fiction stories, etc.            Opportunities for talk and listening with adults and peers in all areas, particularly role play area, sand and the small world (home corner in the role play area and a choice in the small world).            Opportunities to perform nursery rhymes on the stage in the outdoor area.</p>																		
<b>Physical Development</b>	<p><b>Gross Motor</b>            Revise and refine the fundamental movement skills they have already acquired: Walking, running, jumping, hopping, skipping            - Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene</p> <p><b>Fine Motor</b>            Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p style="text-align: center;"><b>Power of PE – Autumn</b></p> <table border="1"> <thead> <tr> <th>Week</th> <th>Power of PE Lesson</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Movement in different ways, walk, jog, run stop. Warm up – Planting and growing game</td> </tr> <tr> <td>Week 2</td> <td>Develop control (stop and slide moving to Throw and catch) Warm up – Leaves are falling game (catch the leaves)</td> </tr> <tr> <td>Week 3</td> <td>Develop control (stop and slide moving to Throw and catch) Warm up (trick or treat) - Get the washing in (pick up and throw the washing)</td> </tr> <tr> <td>Week 4</td> <td>Develop control (stop and slide moving to Throw and catch) Warm up (it's getting colder) - Bring home the crops (throwing into a hoop)</td> </tr> <tr> <td>Week 5</td> <td>Develop pupils object control (Stop &amp; Slide moving to Throw &amp; Catch) Warm up (It's getting colder) - Bringing home the crops (team game throwing in a hoop)</td> </tr> <tr> <td>Week 6</td> <td>Develop pupils object control (Stop &amp; Slide moving to Throw &amp; Catch) Warm up (It's getting colder) - Bring home the crops team (thrown crops down a line of children)</td> </tr> <tr> <td>Week 7</td> <td>Develop pupils object control &amp; creativity Warm up (It's getting colder – Let's scare the goolies (throwing game into coloured hoops)</td> </tr> <tr> <td>Week 8</td> <td>Develop pupils object control &amp; creativity Warm up (It's getting colder – Lets make fireworks (throwing game into coloured hoops)</td> </tr> </tbody> </table> <p><b>Balance ability</b>            Each class 1 weekly session</p> <p><b>Fine Motor</b>            Daily fine motor carousel activities – cutting and sticking (story sequencing), name writing, colouring, construction, play dough            Daily letter formation in phonics – focused groups with TA's            Encourage getting dressed independently for PE            Using the toilet independently            Encourage, model and teach using cutlery at dinner time</p>	Week	Power of PE Lesson	Week 1	Movement in different ways, walk, jog, run stop. Warm up – Planting and growing game	Week 2	Develop control (stop and slide moving to Throw and catch) Warm up – Leaves are falling game (catch the leaves)	Week 3	Develop control (stop and slide moving to Throw and catch) Warm up (trick or treat) - Get the washing in (pick up and throw the washing)	Week 4	Develop control (stop and slide moving to Throw and catch) Warm up (it's getting colder) - Bring home the crops (throwing into a hoop)	Week 5	Develop pupils object control (Stop & Slide moving to Throw & Catch) Warm up (It's getting colder) - Bringing home the crops (team game throwing in a hoop)	Week 6	Develop pupils object control (Stop & Slide moving to Throw & Catch) Warm up (It's getting colder) - Bring home the crops team (thrown crops down a line of children)	Week 7	Develop pupils object control & creativity Warm up (It's getting colder – Let's scare the goolies (throwing game into coloured hoops)	Week 8	Develop pupils object control & creativity Warm up (It's getting colder – Lets make fireworks (throwing game into coloured hoops)	<p><b>Gross motor:</b>            Bikes            Scooters            Outdoor sand            Outdoor construction            Water pump station</p> <p><b>Fine motor:</b>            Playdough            Cutting and sticking            Threading            Tap a shape            Peg boards            Lego            Cutting and sticking            Straws and connectors            Popoids            Stickle bricks            Name writing on all pieces of paper            Painting            Junk box modelling            Colouring</p>
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<p>Personal, Social and Emotional Development</p>	<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally.</p>	<p>Following our 5 golden rules. Rules and Routines in our classroom. Learning how to use and look after the continuous provision. How to form new friendships How to share with our friends. Talk about own feelings (emotions morning register) See PSHE Jigsaw below for PSHE lessons</p>	<p>Golden rule to be displayed in classroom Cloud behaviour chart to be used. Emotions register to be displayed Timer to be used to encourage sharing (my turn your turn)</p>																
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<p>Literacy</p>	<p>Reading Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Engage in extended conversations about stories, learning new vocabulary. Read individual letters by saying the sounds for them.</p> <p>Writing To hear initial sounds in words.</p>	<p><b>Week 1-3</b> <b>Daily reading (AM)</b>– children to be given the opportunity to choose which story. they read every day - (British values – democracy). Children to predict next steps, talk about the characters and their feelings ... Daily Guided Reading – Children to bring in their favourite books from home to read during guided writing (stories to be read in family groups).</p> <table border="1" data-bbox="789 792 1507 934"> <tr> <td>Week 1</td> <td>Transitions</td> </tr> <tr> <td>Week 2</td> <td>(All about me)</td> </tr> <tr> <td>Week 3</td> <td>(All about me timeline)</td> </tr> </table> <p><b>Week 4-8</b> <b>Daily reading (AM)</b>– children to be given the opportunity to choose which story. they read every day - (British values – democracy). Children to predict next steps, talk about the characters and their feelings ... <b>Daily Guided Reading</b> – Fairy tale to be read each week – Children to be given opportunity to sequence story, retell story, act out story's, hot seat characters ...</p> <table border="1" data-bbox="789 1240 1520 1484"> <tr> <td>Week 4</td> <td>Fairy Tales - Jack and the bean stalk</td> </tr> <tr> <td>Week 5</td> <td>Fairy Tales – Red riding hood</td> </tr> <tr> <td>Week 6</td> <td>Fairy Tales – Three little pigs</td> </tr> <tr> <td>Week 7</td> <td>Fairy Tales – Gingerbread man</td> </tr> <tr> <td>Week 8</td> <td>Fairy Tales – Goldilocks and three bears</td> </tr> </table> <p>Phonics to start - Children to be taught first sounds in Read Write Inc sound chart.</p>	Week 1	Transitions	Week 2	(All about me)	Week 3	(All about me timeline)	Week 4	Fairy Tales - Jack and the bean stalk	Week 5	Fairy Tales – Red riding hood	Week 6	Fairy Tales – Three little pigs	Week 7	Fairy Tales – Gingerbread man	Week 8	Fairy Tales – Goldilocks and three bears	<p><b>Week 1-3</b> Investigation – Mirrors provided for them to look at themselves and compare their features to others. Photos of different families provided. Children to draw pictures of families and talk about them. Kitchen set up for children to act out families in role play.</p> <p><b>Week 4-8</b> Fairy tale character in puppet show for children to recreate stories. Fairy tale book available for them to read on the carpet. Masks provided for children to act out stories on outdoor stage. Opportunities to draw favourite characters, talk about them a label them. First sound formation sheets available for children to practise formation.</p>
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<p>Maths</p>	<p>To count objects, actions and sounds. To subitise numbers to 5. To link numerals to the cardinal number value. To count beyond ten. To sort objects. To compare identical objects. To compare non-identical objects.</p>	<p>Counting objects 1-5 using one-to-one correspondence (1 week focus on 1,2,3; 1 week focus on 4, 1 week focus on 5). Putting objects onto a 5s frame. Counting objects from a larger group. Rearranging the same amount of objects and noticing that there is the same amount. Counting onwards and backwards. Can you show me ... fingers? When lining up, count the children and get them all to join in with the counting. Sorting into groups – boys line up, girls line up, if you have glasses line up, if you have brown hair, etc. Comparing items on 5s frame – using language more than, fewer than, equal to, the same as. Ask children to match the same amount of non-identical objects.</p> <p>Suggested: Week 3 – matching Week 4 – sorting Week 5 – size, mass, capacity Week 6 – patterns Week 7 – 1,2,3 Week 8 – 1 more and less</p>	<p>Encourage counting in all areas – construction when building, small world, etc. Home corner/ mud kitchen/ outdoor shop – making dinner for ..., numbered washing line in the home corner. Sorting objects in the home corner. Small world puppet show – can you make up the beds for the 3 bears? Reinforcing how many children can play in each area. Maths area – a range of counting resources, tens frames, Sorting opportunities – investigation area sorting natural materials. Finger gym – sorting beads when threading. Compare amounts of objects in all areas – sand, small world, etc.</p>																



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p>	<p>Explore colour and colour-mixing.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Develop storylines in their pretend play</p>	<p>Children will be taught about the 3 prime colours. The teacher will demonstrate how to use the create area and mix paint sensibly.</p> <p>Teacher will demonstrate drawing own family – focusing on faces and showing their emotions.</p> <p>Teacher to demonstrate how to use the role play correctly acting out scenarios that happen at own home developing own story lines.</p> <p>Teacher to demonstrate acting out fairy tale stories using the puppet show and stage in outdoor area.</p>	<p><b>Week 1-3</b></p> <p>3 prime colours will be available for children – children will use these colours to explores and mix colours.</p> <p>Children have mirror and paper to draw pictures of themselves.</p> <p>Paper provided for children to draw pictures of their own family.</p> <p><b>Week 4-8</b></p> <p>Fairy tale colouring sheets provided for children to paint (mixing the prime colours)</p> <p>Children to play home/families in kitchen role play.</p> <p>Children to act out fairy tale stories in role play/ stage.</p>
<p><b>Area of Learning</b></p>	<p><b>KNOWLEDGE, SKILLS AND UNDERSTANDING</b></p>	<p><b>SUGGESTED FOCUSED LEARNING ACTIVITIES</b></p>	<p><b>CONTINUOUS PROVISION IDEAS</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p><b>Science:</b>            To explore materials with different properties.            To compare and describe different types of materials.            To complete observational drawings of different materials.            Explore the natural world around them.            Describe what they see, hear and feel whilst outside.</p> <p><b>Geography:</b>            To talk about members of their immediate family and community.            Name and describe people who are familiar to them.            To share what they know about their local community.            To learn facts about their school and local community.            To listen carefully.            To understand why listening is important.</p> <p><b>History:</b>            To know that the past are things that have already happened. That is the present in right now. And that the future hasn't happened yet.            Comment on images of familiar situations in the past.            To listen carefully.            To understand why listening is important.            To talk about members of their immediate family and community.            Name and describe people who are familiar to them.            To identify and place key events from their lives on a timeline.</p> <p><b>RE:</b>            To talk about members of their immediate family and community.            Name and describe people who are familiar to them.            To make comparisons between their lives and their peers' lives.            To know that all families are different.            To listen carefully.            To understand why listening is important.</p>	<p>To access and describe lots of different materials having discussions about what they observe. To complete observational drawing as a class. To use lots of descriptive and comparative language.            To explore the forest and different natural materials.</p> <p>To have a circle time discussing what the children know about where they live. Share pictures of local landmarks seeing what the children know. Provide the children with opportunities to share their experiences. Have photos of the different key landmarks in Stapenhill. Discuss what the children know about these places and what they can do there.</p> <p>Look at the class timeline together to discuss how a timeline works. Discuss what happened in the past e.g. that dinosaurs were a very long time ago. Discuss we can make a timeline of our day Wake up, eat breakfast, brush teeth. Use cards to order a normal school day.            Promoting good oral health - When we get to teeth card discuss why we brush our teeth, how we brush them, discuss what foods rot teeth. Demonstrate brushing teeth on large teeth.</p> <p>Have a circle time to show photos of their family and house and share about themselves with their peers. Discuss who they live with and who is part of their family. Show photos of different types of families and ask the children whether their family is similar or if they are different.</p>	<p>Have a variety of different objects in continuous provision to explore. E.g. dull and shiny, different textures, solids and liquids.            Provide magnify glasses and magnets for the children to investigate the materials.            Have clipboards for children to complete observational drawings.            Have a map of the area in which they live with key landmarks that they will know e.g. co-op, post office, swan, river Trent and the park.            Have the photos from the carpet session available to access.</p> <p>Have a timeline cut and stick sorting activity.            Have photos of key events of their lives.            Have a timeline on the wall.            Promoting good oral health - Place teeth and toothbrush in home corner for children to recreate day and practise brushing teeth.            Cutting in funky fingers to sort healthy and unhealthy food.</p> <p>Have photos of different types of families.            Stories representing different family types and religions.            Family photo frame cut-outs in which they can draw their family in a picture frame.            Make role play area into the home corner for continuous provision.            Have a variety of different family types within fairy tales.</p>





**SPECIFIC SUBJECT AREAS**

SUBJECT	PRIOR KNOWLEDGE	KNOWLEDGE, SKILLS AND UNDERSTANDING	POSSIBLE MISCONCEPTIONS	CONTINUOUS PROVISION IDEAS
<p><b>RE</b> <b>KSU</b></p> <p><b>Special People (Christianity, Judaism)</b></p> <p><i>(Discovery RE)</i></p> <p><b>Know...</b> <b>Know how to....</b></p>	<p>Children will have special people at home that are important to them.</p>	<p><i>Theme: Special People</i> <i>Key Question: What makes people special?</i> <i>Theme: Special People</i> <i>Religion: Christianity</i> <i>British Values: Rule of Law, Individual Liberty, Mutual Respect, Tolerance</i></p> <p><b>My learning is to:</b> Begin to talk about their family and recall what they enjoy doing with their family Understand that we all have special friends and that everyone is special for different reasons Begin to understand that people who can teach others how to do things, or show us how we should behave, treat others, and keep on trying when things are tricky, can be called role models Begin to understand that Jesus is seen as the role model for Christians Listen to a story about Jesus (performing a miracle) and begin to talk about how the people might have been feeling Be able to talk about classroom rules (<i>What rules do we follow? What would happen if we had no rules? How do rules help us live together?</i>) Begin to understand that Moses is seen as a role model for Jews who they believe was given 10 rules from God to show them how to live their lives well. <i>Think about our rules - What rules do we follow? What would happen if we had no rules? How do rules help us live together?</i></p>	<p>Some children may think:</p> <ul style="list-style-type: none"> <li>that all families are the same as theirs</li> <li>all people follow the same religion as them</li> </ul>	<p>Family jigsaws / books / pictures (showing a range of different families e.g. various cultures)</p> <p>Puppets for acting out school rules</p>
<p><b>PSHE</b> <b>KSU</b></p> <p><b>Being Me in My World</b></p> <p><i>(Jigsaw PSHE)</i></p> <p><b>Know...</b> <b>Know how to....</b></p>	<p>Children will have some sense of belonging i.e. family, nursery, child minder</p>	<p><i>Theme: Being Me in My World</i> <i>British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance</i> <i>SMSC: Social, Moral, Spiritual, Cultural</i></p> <p><b>My learning is to:</b> Understand how it feels to belong and that we are similar and different Start to recognise and manage my feelings Enjoy working with others to make school a good place to be Learn our school rules and understand why it is good to be kind and use gentle hands Begin to understand children's rights (<i>this means we should all be allowed to learn and play</i>) Develop an understanding of what being responsible means</p>	<p>Some children might think</p> <ul style="list-style-type: none"> <li>all children and their experiences are the same</li> </ul>	<p>Emotions puppets / pictures / games</p> <p>Puppets for acting out school rules</p>