



Reception – Medium Term Planning

Aspirations – Collaboration – Connections – Creativity – Expression

Learning Unit 2 – Superheroes (4 weeks) - Christmas (2 Weeks)																			
Experiences / Visits	Visit from Police / Visit for Parent Nurse / Visit from Dentist (oral health) / Visit From parent post man / Trip to post office to post letter																		
Area of Learning	KNOWLEDGE, SKILLS AND UNDERSTANDING	SUGGESTED FOCUSED LEARNING ACTIVITIES	CONTINUOUS PROVISION IDEAS																
Communication and Language	<p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Use longer sentences of four to six words</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen attentively and respond to what they hear.</p> <p>Ask questions to clarify understanding</p> <p>Story time</p> <p>Engage in story times</p> <p>Participate in groups discussions offering their own ideas.</p> <p>Make use of new vocabulary introduced from familiar stories.</p>	<p>Week 1 –Children bring in their favourite toy and tell the class about them?</p> <p>Week 2 – Children talk with grandparents and ask question about what it was like when they were younger. What did they play with? How many toys did they have?</p> <p>Week 3 – Nurse and Dentists visit – Ask question about how a nurse helps us.</p> <p>Week 4 – Role play nurses and doctors acting (modelled by teachers first)</p> <p>Week 5- Police visit (Children ask question) - Role play modelled by a teacher)</p> <p>Week 6 – Fireman visit (Children ask question) - Role play modelled by a teacher)</p> <p>Week 7 – Children to discuss Santa and what present they have asked for. Why do they want those presents?</p> <p>Weekly story</p> <p>Children to listen to and participate in discussion with daily stories (See literacy planning)</p>	<p>Week 1/2 model how to use toys to create their own story’s.</p> <p>Week 3 Nurse outfit to be placed in role play and demonstrate how to use them.</p> <p>Week 5 – Dentist role play (use of dentist equipment – large teeth, toothbrushes etc) equipment to be placed in role play. Pictures of good and bad teeth in investigation area to encourage discussion.</p> <p>Week 5/6 Police/fireman roleplay.</p> <p>Week 7- Santas workshop Santa’s workshop children to package and write address on the parcels/letters.</p>																
	Physical Development	<p>Continue to develop their movement, balancing and ball skills.</p> <p>Different movements - skip, hop, stand on one leg.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>To be able to use scissors.</p> <p>Use a comfortable grip when holding a pencil.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Encourage independence using a knife and fork.</p>	<p>Power of PE: Superheroes</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Power of PE Lesson</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Nativity dance practise Different movements – warm up, laser game.</td> </tr> <tr> <td>Week 2</td> <td>Nativity dance practise Different movements – warm up, laser game. Games – jewel drop dodge</td> </tr> <tr> <td>Week 3</td> <td>Nativity dance practise Games – jewel drop dodge Movement – warm up, the water is rising.</td> </tr> <tr> <td>Week 4</td> <td>Nativity dance practise Movement – warm up, the water is rising Throwing, catching, rolling – superhero license, protect your base</td> </tr> <tr> <td>Week 5</td> <td>Nativity dance practise Movement – warm up Throwing, catching, rolling – superhero license, protect your base Running – superhero license, super speed</td> </tr> <tr> <td>Week 6</td> <td>Nativity dance practise Movement – warm up, superhero obstacle Running – superhero license, super speed</td> </tr> <tr> <td>Week 7</td> <td>Nativity practise – dance</td> </tr> </tbody> </table> <p>Other PE related activities:</p> <ul style="list-style-type: none"> - Playground toys (lunch times) - Daily active blasts - Nativity practise, dance - Forest school - trim trail, space to run and for different movements - Daily access to the playground climbing frame <p>Fine motor</p> <ul style="list-style-type: none"> - Daily fine motor carousel activities – cutting and sticking, name writing, colouring, construction, play dough - Daily letter formation in phonics – focused groups for those who haven’t got the formation for that day - When putting coats on children to always have a try at zipping up independently – if they need support model and teach them - Encourage getting dressed independently for PE - Encourage, model and teach using cutlery at dinner time 	Week	Power of PE Lesson	Week 1	Nativity dance practise Different movements – warm up, laser game.	Week 2	Nativity dance practise Different movements – warm up, laser game. Games – jewel drop dodge	Week 3	Nativity dance practise Games – jewel drop dodge Movement – warm up, the water is rising.	Week 4	Nativity dance practise Movement – warm up, the water is rising Throwing, catching, rolling – superhero license, protect your base	Week 5	Nativity dance practise Movement – warm up Throwing, catching, rolling – superhero license, protect your base Running – superhero license, super speed	Week 6	Nativity dance practise Movement – warm up, superhero obstacle Running – superhero license, super speed	Week 7	Nativity practise – dance
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Personal, Social and Emotional Development	<p>To continue to build constructive and respectful friendships. Show sensitivity to others' needs. Think about the perspectives of others. Moderate own feelings socially and emotionally consistently. Show and understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Take turns and play cooperatively.</p>	<p>Week 1 – working as a team to build their own robot.</p> <p>Have a strong focus on circle time in a range of subjects including maths. Ensure talk partners are provided so that the children are aware of who they are talking to and can become more comfortable in their pair.</p> <p>To provide input on how to play games so that these games can be accessed in continuous provision in order to support children in their ability to take in turns.</p> <p>To have 'show and tell' time to support children in understanding how to listen, ask questions and consider the feelings of their friends.</p> <p>To reiterate the focus of PSHE lessons throughout the day, particularly in the continuous provision and play times.</p> <p>Children to do their emotions daily.</p> <p>Reinforce the zones of regulation and strategies the children can use to support with self-regulation.</p>	<ul style="list-style-type: none"> – Emotion cards – Board games and group games 														
Literacy	<p>Word 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 Hearing initial sounds Reading CVC words Reading simple sentences (HA)</p> <p>Comprehension . Engage in extended conversations about stories, learning new vocabulary. Sequence a variety of stories</p> <p>Writing . Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. . Write their name. . Write initial sounds for set 1 sounds. . Write CVC words.</p>	<p>Week 1-8 Daily reading (AM and PM)– Monday-Thursday children to enjoy story time with recommendations from Pie Corbett spine. Children to be given the opportunity to choose which story they would like on a Friday (British values – democracy). Children to predict next steps, talk about the characters and their feelings, create their own Super Heroes. Home Reading – Children to have CVC RWI books sent home to read with parents. Miss Cullumbine/Miss Wagg or Mrs Wright to post a video teaching parents how to read with their children. Children choose library books each week to read at home with parents.</p> <table border="1" data-bbox="789 1403 1650 1673"> <tr><td>Week 1</td><td>Toys - The old toy room</td></tr> <tr><td>Week 2</td><td>Toys – Dogger</td></tr> <tr><td>Week 3</td><td>A Super Hero like you</td></tr> <tr><td>Week 4</td><td>Aisha the superhero Princess! Twinkl</td></tr> <tr><td>Week 5</td><td>Millie Day as superhero</td></tr> <tr><td>Week 6</td><td>Patcho and Pigeon: Dynamic Duo! Twinkl</td></tr> <tr><td>Week 7</td><td>Christmas story</td></tr> </table> <p>Phonics to continue - Children to be taught the rest of set 1 sound – HA Children to move onto ditty book.</p> <p>Writing Writing in books- Drawing club to begin. Children to practise formation of new letters and write initial sounds/ CVC words in books (expectation to be adapted in response to on the spot AFL). Word time (to be incorporated in phonics sessions) – 3 time a week - Children to build CVC word using magnetic letter boards; moving to white boards towards the end of term. <i>(Words to link to the weeks book if possible).</i></p>	Week 1	Toys - The old toy room	Week 2	Toys – Dogger	Week 3	A Super Hero like you	Week 4	Aisha the superhero Princess! Twinkl	Week 5	Millie Day as superhero	Week 6	Patcho and Pigeon: Dynamic Duo! Twinkl	Week 7	Christmas story	<p>Weekly provision – Phonics CVC books to be present in reading corner. CVC read and draw sheets to be accessible. Weekly story puppets to be placed in puppet show. Cut and stick story sequence to be available during morning fine motor activities. Children to be encouraged to label pictures and drawings during child choice activities. Toys role play introduced after reading 'The old tory room'. Book read in class available in the reading corner for children to retell.</p>
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Maths	<p>To know that all numbers are made up of smaller numbers (composition). To know that circles have 1 curved side. To know that triangles have 3 straight sides. To recognise shapes on everyday items. To hear and use positional language. To count on and back starting and ending on different numbers 1-5. To match number names to numerals. To recognise more and fewer. To understand that the last number when counting objects is the final amount. To form numbers 1-5. To subitise 1-5. To understand one more and one less. To learn that squares and rectangles have 4 straight sides and corners. To talk about night and day. To order key events in their daily routines. To use language to describe when events will happen. To measure time in simple ways.</p>	<p>Week</p>	<p>White rose lesson focus</p>	<p>Dominoes – spotting the dominoes that show the numbers 1, 2 and 3. Creative - circle and triangle shape printing. Playdough – making circles and triangles. Outdoors – make shapes out of sticks in the maths cupboard. Using positional language in all aspects of the continuous provision. Small world – grouping the animals with 4 legs. Outdoor – parking the bikes and scooters into how many wheels they have. Maths table – different way of showing 4 and 5 objects. Construction – building a staircase and identifying one more. Construction – add squares and rectangles to their creations. Creative – square and rectangle shape printing.</p>
		Week 1	Composition of 1,2, 3	
		Week 2	Circles and triangles	
		Week 3	Spatial awareness	
		Week 4	Number 4	
		Week 5	Number 5	
		Week 6	One more and one less	
		Week 7	Shapes with 4 sides	
		Week 8	Night and day	
		<p><u>Week 1 – Composition of 1,2,3:</u></p>	<p>Finding different ways to sort 3 objects into 2 groups with small world toys. Using double sided counters – shake them up, drop them and count how many are blue and how many are green. Using Numicon explore how the smaller numbers can make 1,2 and 3. Bunny ears – using 2 hands explore how many ways you can make the numbers 1, 2 and 3. How many inside – a feely bag, feeling how many objects are in the bag without looking. Hidden objects – hide the amount and add one more and take away one less, children to work out how many without looking.</p>	
<p><u>Week 2 – Circles and triangles:</u></p>	<p>Having different sized circles and triangles, discuss what they notice. Show children a picture made of different shapes and children to identify the circles and the triangles. A shape hunt.</p>			
<p><u>Week 3 – Spatial awareness:</u></p>	<p>Positional language stories. Use actions to show the positional language. Hiding a toy in the class – using the positional language to describe where it is.</p>			
<p><u>Week 4 – Number 4:</u></p>	<p>Look at the different ways to show the number 4 – dice, the numeral, 4 objects, Numicon, etc. Explore the number 4 on a fives frame. Circle game – counting 1,2,3,4 the 4 sits down, repeat until there is not enough people left.</p>			
<p><u>Week 5 – Number 5:</u></p>	<p>Look at the different ways to show the number 5 – dice, the numeral, 5 objects, Numicon, etc. Fingers – count to 5 on fingers, show one less, show one more, can they show different number of fingers without counting? Fives frame – filling a fives frame with different objects.</p>			
<p><u>Week 6 – One more and one less:</u></p>	<p>Sing nursery rhymes suitable for one more, one less – five little speckled frogs, five currant buns, five little ducks, etc. Fives frame – make a number on a fives frame, add one more and take away one less. Have a chart – one less than this number is, the same number is, one more than this number is. Hidden bag – add a certain number of objects to a bag, add one more, how many now? Take one away, how many now?</p>			
<p><u>Week 7 – Shapes with 4 sides:</u></p>	<p>Show a different variety of squares and rectangles in different sizes. Show different pictures of buildings and street scenes – look at the different shapes in the pictures. A shape hunt. Combining shapes to make new shapes.</p>			
<p><u>Week 8 – Night and day:</u></p>	<p>A visual timetable of daily key events. Days of the week song – what days do we come to school what days are we at home? Use pictures to order familiar activities. Day and night game – call out activities that happen in the day and some at night, children have to run to the day area or the night area.</p>			



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Understanding the World	<p>Geography: To talk about the lives of the people around them and their roles in society. To share what they know about their local community and the services provided. What do they wear and what job do they do?</p> <p>To continue to listen carefully and relate their personal experiences to others.</p> <p>To create questions as a class to find out facts about the role of different services in the community.</p> <p>History: To talk about the lives of the people around them and their roles in society.</p> <p>To have a conversation with grandparents to find out what things were like in the past.</p> <p>Comment on images of familiar situations in the past with regards to toys used now and then.</p> <p>Know some similarities and differences between toys in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Members of the public will volunteer to come in to meet the children and answer questions about their jobs and how they help people within the community. The first week of the unit the children learn all about the chosen superhero of our community and why they are so important. The next week the children will create questions they want to ask the specific superhero based on what they learnt about their role the previous week.</p> <table border="1" data-bbox="842 477 1652 721"> <tr> <td>Week 1</td> <td>My toys – Design own toy and share one of their favourite toys</td> </tr> <tr> <td>Week 2</td> <td>Old toys – Grandparents visit</td> </tr> <tr> <td>Week 3</td> <td>Learn about nurses / Dentists</td> </tr> <tr> <td>Week 4</td> <td>Policemen – What do they wear - Role play Policemen</td> </tr> <tr> <td>Week 5</td> <td>Christmas</td> </tr> <tr> <td>Week 6</td> <td>Fireman – What do they wear - Role play Firemen</td> </tr> <tr> <td>Week 7</td> <td>Christmas - Letter to Santa</td> </tr> </table>	Week 1	My toys – Design own toy and share one of their favourite toys	Week 2	Old toys – Grandparents visit	Week 3	Learn about nurses / Dentists	Week 4	Policemen – What do they wear - Role play Policemen	Week 5	Christmas	Week 6	Fireman – What do they wear - Role play Firemen	Week 7	Christmas - Letter to Santa	<p>Non-fiction books to be displayed in continuous provision to provide children with an opportunity to look at old toys.</p> <p>Have non-fiction/ fiction books about people in the local community.</p> <p>Emergency services cut and stick / fine motor activities</p> <p>Different roleplay clothes representing people within the community.</p> <p>Have letter to Santa prompts within continuous provision.</p> <p>Have photos of old/ new toys</p> <p>Word mats</p> <p>Medical equipment in the role play</p> <p>Police equipment for role paly</p> <p>Role play stamps/ letters/envelopes/ post box</p> <p>Turn role play into post office</p>
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Expressive Arts and Design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</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>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Stories:</p> <ul style="list-style-type: none"> - Superworm - Superhero like you - Millie’s day as a superhero - The old toy room - Dogger - Aisha the superhero Princess! - Patcho and Pigeon: Dynamic Duo! Twinkl - Christmas story - <p>Once the children are familiar with the story, they can retell it in front of the class. Opportunity to act out the story in a group, create own superhero</p> <p>Building robots:</p> <p>To design and build a robot as part of a workshop. The children will use the insides of a robot and create their own design with carboard to make the outside of the robot.</p> <p>Nativity play:</p> <p>The children will all take part in the nativity play. They will have lines and actions to learn, as well as songs and dances to perform. Regular practise will be needed for this.</p> <p>Rock it music lessons:</p> <p>During the rock it music lessons all children will participate using the keyboards. They will also have access to other musical instruments. The children will sing a song and learn actions for these songs during each session.</p> <p>Daily nursery rhymes:</p> <p>Nursery rhymes will be sung daily – when lining up, at the end of the day, whilst getting ready for lunch time, etc. Regular use of the nursery rhyme box for the children to be able to choose a nursery rhyme to perform.</p> <p>Structures:</p> <p>Teach the children how to build structures using a variety of the equipment in the continuous provision – junk box modelling, Lego, straws and connectors. Teach the children how their creations need to have a purpose. They need to think about what they’re going to create beforehand. In the construction area, the children are to design before they build. Discuss how they can use their creations in other areas.</p>	<p>Small world area – including toys relating to their current interests.</p> <p>Role play area.</p> <p>Creative area – junk box modelling and joining.</p> <p>Encourage them to designing with a purpose.</p> <p>Creative area – drawing and colouring. Showing different emotions. Drawing for a purpose.</p> <p>Creative area – colour mixing, only having the prime colours available.</p> <p>Outdoor performance area – instruments and a microphone in the performance area.</p> <p>Encourage performing nursery rhymes and creating their own songs and performances. Dressing up clothes to be real life superheroes.</p> <p>Construction – designing and creating with a purpose.</p> <p>Encourage them to use their creations in their play.</p> <p>Superhero and Christmas resources in the areas to support their creations and performances.</p>														



SPECIFIC SUBJECT AREAS – RE and PSHE				
SUBJECT	PRIOR KNOWLEDGE	KNOWLEDGE, SKILLS AND UNDERSTANDING	POSSIBLE MISCONCEPTIONS	CONTINUOUS PROVISION IDEAS
<p>RE KSU</p> <p>Special People (Christianity)</p> <p><i>(Discovery RE)</i></p> <p>Know... Know how to....</p>	<p>Children may have experienced religious celebrations or traditions related to their own family culture or religion</p> <p>Children may have heard Christmas stories in Nursery or at home</p>	<p><i>Theme: Christmas</i> <i>Key Question: What is Christmas?</i> <i>Religion: Christianity</i> <i>British Values: Mutual respect, Tolerance of those of different faiths and beliefs.</i></p> <p>My learning is to: To recognise and sort suitable presents for a baby To talk about why we give presents to others To explain how it feels when you are given a present/gift and understand why we say thank you To begin to talk about why Christians think Jesus is special To listen to the Christmas story and be able to retell some of the different parts i.e. shepherds /wise men saw the angels and went to Bethlehem, the gifts the three wise men brought to Jesus</p> <p>Read books about the Christmas story and recall parts in order (Children will also be learning and performing their Christmas Nativity): <i>The Shepherds (A Christian story)</i> <i>The Wise Men (A Christian Story)</i> <i>Christmas (A Christian Celebration) – look at and talk about the Christmas story and the nativity scene</i></p>	<p>Some children may think:</p> <ul style="list-style-type: none"> • That all families are the same as theirs • That all people believe the same things they do • Everyone celebrates Christmas 	<p>Christmas / Nativity books</p> <p>Cut and stick nativity story</p> <p>Key words within continuous provision to support writing</p> <p>Masks to act out the nativity story.</p> <p>Access to bible</p>
<p>PSHE KSU</p> <p>Celebrating Difference</p> <p><i>(Jigsaw PSHE)</i></p> <p>Know... Know how to....</p>	<p>How to recognise feelings</p> <p>Why it's good to be kind</p>	<p><i>Theme: Celebrating Difference</i></p> <p><i>British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance</i></p> <p><i>SMSC: Social, Moral, Spiritual, Cultural</i></p> <p>My learning is to:</p> <ul style="list-style-type: none"> • identify something I am good at and understand everyone is good at different things • understand that being different makes us all special • know we are all different but the same in some ways • explain why I think my home is special to me • discuss how to be a kind friend • know which words to use to stand up for myself when someone says or does something unkind 	<p>Some children might think</p> <ul style="list-style-type: none"> • Everyone is the same and has the same house 	<p>Games to practise being a kind friend</p> <p>Emotion cards</p>