






Reception – Medium Term Plan

| Autumn 1: Me, My Family and My Pets | | | | | | | |
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| | Week 1 | Week 2 | Week 3 Nursery? Not Today!  | Week 4 Who are you?  | Week 5 Happy to Be Me  | Week 6 Love Makes a Family  | Week 7 My Pet Star  |
| Personal, Social and Emotional Development (PSED) | | | Children will be supported when parting with their parents carers | When showing an interest in others' play, children will be encouraged to join in. | Adults will initiate games and activities to encourage children to play together. Children will be encouraged to turn take, share and work collaboratively when playing together. | Children will begin to play appropriately with one or more other children. Children will begin to show awareness of how others might be feeling. | Begin to recognise that some actions can hurt the feelings of Others, identifying the actions that made somebody upset. |
| | | | Throughout the half term teachers will support children to: - Begin to follow classroom routines and rules - Begin to be independent within self-care routines (Toileting / Handwashing / Snack time / Outdoor time) | | | | |
| Physical Development (PD) | | | Children will be introduce to the outdoor area. They will be encouraged to use the obstacle course equipment, the climbing frames and the bikes/scooters. | Introduction to PE: Unit 1 Lesson 1 - Theme: Witches and Wizards Children will be taught to: - Change direction to avoid others. | Introduction to PE: Unit 1 Lesson 2 - Theme: Pirates Children will be taught to: - Stop in a balanced position on their feet. | Introduction to PE: Unit 1 Lesson 3 - Theme: Mythical Creatures Children will be taught to: - Listen to the instructions carefully. | Introduction to PE: Unit 1 Lesson 4 - Theme: To the Castle Children will be taught to: - Keep a gap between themselves and |

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| | | | | •Look for space away from others. | •Take small steps to help them to stop. | •Put the equipment down before freezing | the person in front of them. •Look in the direction they are moving. |
| | <ul style="list-style-type: none"> - Children will be supported to use the toilet and wash their hands independently. - Children will use large and small motor skills to do things independently, for example remove my shoes, undoing velcro and zips on coats. - Children will be encouraged to grip writing implements, using a palmar grip or five-finger group. | | | | | | |
| Communication and Language | | | Children will begin to learn their teacher's names – They will speak to an adult to make a request | Children will learn each other's names and will be prompted by their teachers to use each other's names during play | Children will be taking part in daily group times. They will be encouraged to join in and respond to who, what and where questions. | Children will begin to remember much of what happens in a story and will be asked to share this during group times. | Teachers will begin to model answers to why questions. They will base the questions on familiar texts and model their thinking. |
| Literacy | | | <p>Children will take part in daily phonics lessons that focus on all 7 aspects of Phase 1 Phonics</p> <p>Children will be given the opportunity to draw themselves, their family and their pets. Teachers will model name writing and ask children to begin to form the first letter in their name.</p> <p>Teachers will ask questions about the marks the children make. "What have you drawn?" "Who is this?"</p> <p>Children will begin to understand that the marks they make have meaning.</p> | | | | |
| Maths | | | Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language. | Children will match two objects that are exactly the same. | Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape. | Children will use the words big and small, bigger and smaller, to compare size. | Children will copy a simple AB pattern |

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| Understanding the World | | | Children will become familiar with their immediate physical environment, the staff in school and their peers. | Children will begin to recognise similarities and differences between themselves and their friends in class. | Children will begin to understand their own life history by talking about pictures from home. | Children will continue to develop an understanding of their own life history. They will develop their understanding of 'same' and 'different' and will use this to make comparisons between people in the class. | Children will further develop the concept of 'same' and 'different' by discussing their family and the pets they have at home. | |
| | | | When outside children will: begin to use some senses in hands on exploration of natural materials, getting to know new outdoor learning space - Begin to explore collections of materials with similar and/or different properties. - Talk about what they see, beginning to use a wider vocabulary. | | | | | |
| Expressive Arts and Design | | | Children will be introduced to the different materials and tools in class. Teachers will model how to use the equipment correctly. | Children will express ideas and feelings through making marks, and sometimes give a meaning to the marks. | Children will draw, on a large scale, a simple self-portrait. | Children will begin to draw other member of their family with support from an adult | Children will use sponges and paint when making their own pet star. | |
| | | | Children will have continuous access to paint in the learning environment. They will have the opportunity to free paint anything they like. | | | | | |
| Home Corner Theme | | | Snack Time | Snack Time | Snack Time | Snack Time | Snack Time | |
| Rhyme of the Week | | | Incy Wincy Spider | | | Baa Baa Black Sheep | | Twinkle Twinkle Little Star |
| Trips/visitors/enrichments | | | | | | | Pets Day! Parents bring pets and children can show/tell stories about each other's pets. | |