



## Reception Medium Term Plan Autumn 1 – Once upon a rhyme!



Area of Learning	Possible Activities
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Begin to show ‘effortful control’ e.g. waiting for a turn and resisting to grab what they want or push to the front (Birth-3)</li> <li>• Develop friendships with other children (Birth-3)</li> <li>• Select and uses activities and resources, with help when needed (3/4)</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting (3/4)</li> <li>• Show more confidence in new social situations (3/4)</li> <li>• Increasingly follow rules, understanding why they are important (3/4)</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about importance of school / class rules</li> <li>• Modelling sharing and taking turns</li> <li>• Circle time activities- sharing likes, interests</li> <li>• Ensure areas of the classroom are labelled so that chn can access own resources</li> <li>• Star of the week</li> <li>• Jigsaw</li> </ul>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Listen to simple stories and understands what is happening, with the help of the pictures (Birth-3)</li> <li>• Enjoy listening to longer stories and can remember much of what happens (3/4)</li> <li>• Use a wider range of vocabulary (3/4)</li> <li>• Understand a question or instruction that has two parts (3/4)</li> <li>• Know many rhymes (3/4)</li> <li>• Use longer sentences of four to six words (3/4)</li> <li>• Can start a conversation with an adult or friend (3/4)</li> <li>• Use talk to organise themselves and their play (3/4)</li> <li>• Understand how to listen carefully and why listening is important (Reception)</li> <li>• Learn new vocabulary (Reception)</li> <li>• Develop social phrases (Reception)</li> <li>• Engage in story times (Reception)</li> <li>• Learn poems, rhymes and songs (Reception)</li> <li>• Re-tell the story, once they have developed a deep familiarity with the text, some exact repetition, some in their own words (Reception)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories and answering questions</li> <li>• Talking about their family</li> <li>• Small world play areas</li> <li>• Role play areas</li> <li>• Adult to model and repeat talking in sentences</li> <li>• Talk for writing – story maps for nursery rhymes</li> </ul>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Develop manipulation and control (Birth-3)</li> <li>• Continue to develop their movement, balancing, riding and ball skills (3/4)</li> <li>• Use large muscle movements to wave flags and streamers, paint and make marks (3/4)</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of activities to develop fine motor skills – threading, play dough, play foam, using pegs, tweezers (Funky fingers station)</li> <li>• Outdoors – climbing mound, bikes, large construction to develop large movements</li> <li>• Cutting activities</li> </ul>

<ul style="list-style-type: none"> <li>• Use one handed tools and equipment e.g snips in paper with scissors (3/4)</li> <li>• Use a comfortable grip with good control when holding pens and pencils (3/4)</li> <li>• Start to eat independently and learning how to use a knife and fork (3/4)</li> <li>• Show a preference for a dominant hand (3/4)</li> <li>• Be increasingly independent as they dress and undress - putting on coats and doing up zips (3/4)</li> <li>• Be increasingly independent in meeting own needs - using toilet, hand washing (3/4)</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (Reception)</li> <li>• Develop overall body strength, balance co-ordination and agility (Reception)</li> <li>• Know and talk about factors that support overall health and well-being (Reception)</li> <li>• Further develop skills they need to manage the school day successfully - lining up, meal times, personal hygiene (Reception)</li> </ul>	<ul style="list-style-type: none"> <li>• Name writing practise</li> <li>• Handwashing activity</li> <li>• Handwriting – letter join patterns</li> <li>• Talking about ways to keep healthy</li> </ul>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Join in with songs and rhymes (Birth-3)</li> <li>• Enjoy drawing freely (Birth-3)</li> <li>• Add some marks to their drawings, which they give meaning to (Birth-3)</li> <li>• Make marks on their picture to stand for their name (Birth-3)</li> <li>• Understand key concepts about print (3/4)</li> </ul> <p>Print has meaning Names of parts of a book Print can have different purposes Page sequencing Read English text from left to right and top to bottom</p> <ul style="list-style-type: none"> <li>• Develop phonological awareness so that they can spot and suggest rhymes, recognise initial sounds, hear sounds and orally blend to make words (3/4)</li> <li>• Write some or all of their name (3/4)</li> <li>• Write some letters accurately (3/4)</li> <li>• Read individual letters by saying the sounds for them (Reception)</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing stories, 1:1 and in small groups</li> <li>• Singing nursery rhymes</li> <li>• Matching objects that rhyme</li> <li>• Initial sound games</li> <li>• Daily phonics (RWD)</li> <li>• Regular name writing practise</li> <li>• Drawing and writing about their family</li> <li>• Fred talk games</li> <li>• Pinny Time</li> </ul> <p><u>Talk for writing texts:</u> <b>I don't want to be small</b> by Laura Ellen Anderson <b>Each Peach Pear Plum</b> by Ahlberg <b>So Much</b> by Trish Cooke</p> <p><u>Favourite 5:</u> <b>Best Test</b> by Pippa Goodhart <b>Starting School</b> by Janet and Allan Ahlberg <b>The Colour Monster goes to School</b> by Anna Llenas <b>Whiffy Wilson The Wolf who wouldn't go to school</b> by Caryl Hart <b>Lucy and Tom go to School</b> by Shirley Hughes <b>I am too absolutely too small for school</b> by Lauren Child</p>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Fast recognition of up to 3 objects, without having to count them individually (subitising) (3/4)</li> <li>• Recite numbers past 5 (3/4)</li> <li>• Say one number for each item in order (3/4)</li> <li>• Show 'finger numbers' up to 5 (3/4)</li> <li>• Link numerals and amounts up to 3 (3/4)</li> </ul>	<ul style="list-style-type: none"> <li>• Counting forwards to at least 10</li> <li>• Number flashcards</li> <li>• Numicon</li> <li>• Counting accurately, matching amount to numeral</li> <li>• Shape pictures using 2D shapes</li> <li>• Number blocks episodes</li> <li>• Number of the week activity – 1,2,3</li> </ul>

<ul style="list-style-type: none"> <li>• Discuss routes and locations using words like ‘in front of’ and ‘behind’ (3/4)</li> <li>• Explore the composition of numbers to 3 (Reception)</li> </ul>	
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Explore materials with different properties (Birth-3)</li> <li>• Explore natural materials, indoors and outside (Birth-3)</li> <li>• Show interest in different occupations (3/4)</li> <li>• Explore how things work (3/4)</li> <li>• Talk about members of their immediate family and community (Reception)</li> <li>• Name and describe people who are familiar to them (Reception)</li> <li>• Understand the effect of changing seasons on the natural world around them - Autumn (Reception)</li> </ul>	<ul style="list-style-type: none"> <li>• Using an interactive whiteboard</li> <li>• Use of iPad with guided access</li> <li>• Circle time – family and significant events</li> <li>• Hunting for spiders</li> <li>• Looking for signs of Autumn</li> <li>• People who help us</li> <li>• Locating places on a map – Nuneaton, London</li> </ul>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore a range of sound makers and instruments and play them in different ways (Birth-3)</li> <li>• Enjoy and take part in action songs (Birth-3)</li> <li>• Start to develop pretend play, pretending that one object represents another (Birth-3)</li> <li>• Explore different materials, using all their senses (Birth-3)</li> <li>• Use their imagination as they consider what they can do with different materials (Birth-3)</li> <li>• Make simple models which express their ideas (Birth-3)</li> <li>• Take part in simple pretend play (3/4)</li> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits (3/4)</li> <li>• Draw with increasing complexity and detail (3/4)</li> <li>• Explore colour and colour mixing (3/4)</li> <li>• Remember and sing entire songs (3/4)</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing self- portraits</li> <li>• Creative area</li> <li>• Marbling – colour mixing</li> <li>• Music - learning to play instruments, learning new songs</li> <li>• Role play (real life experiences – home, doctors, shop)</li> <li>• Construction and small world areas</li> </ul>
<p><b>Enrichment Ideas</b></p> <p>Trip on a bus in the local area  Visit from a vet, doctor or police officer</p>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• London</li> <li>• Bakery</li> <li>• Spider</li> <li>• Capital city</li> <li>• People who help us - doctor, nurse, firefighter, police officer</li> <li>• Feelings - sad, happy</li> <li>• Healthy</li> </ul>
<p><b>Key skills / knowledge (Topic)</b></p> <ul style="list-style-type: none"> <li>• I can sing a nursery rhyme</li> <li>• I know who to ask for help</li> <li>• I can say words that rhyme</li> </ul>	

- I know what to do after I've been to the toilet
- I can talk about different places
- I can say when I feel happy / sad
- I know that I live in Nuneaton
- I know that London is the capital city of England