



Reception Autumn 1 Medium Term Plan Theme: All About Me

Week	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Week 1	Home Visits						
Week 2 Settling in Week Room plan activities- ideas taken from information collected from home visits.	Baseline Assessments Daily story sharing e.g. The Gruffalo, Where the Wild things are, Farmer Duck. Each Peach Pear Plum. Daily sing different nursery rhymes and songs e.g. Hickety Pickety bumble bee can you sing your name to me. Name Games Home Corner New Vocab: names of friends and teachers Sharing "All About Me" Bags	Classroom Rules- stopping signals, tidy up music Write rules together- what do the children feel is important? Introduce stopping signals and tidy up music Starting School story- how do you feel about starting school? Emotions- display pictures happy, excited, nervous, worried etc First day of school photo frame	Knife and Fork skills- dinner time Outdoor- skateboards, stilts Writing area- scissors, pencils, crayons Putting coats on and zipping them up	Baseline Assessments Starting School story Topsy and Tim starting school Writing Table- free choice Provide pens, different size paper Create Class Knock, Knock Book- decorate a door. Name writing on back of door. Name writing	Baseline Assessments Teach children how to put away things correctly- E.g. block area matching the 3d blocks to the 2d shapes Number in all areas of continues provision e.g. number of items in a pot- scissors, pencils, felt tips, paint brushes etc Labelling different fonts for children to see numbers in different ways. Counting songs/rhymes	Our class community Walking around our school and learning the different places.	Singing Nursery Rhyme Exploring creative and making areas of classroom. Decorating a door for Knock, Knock Book. Making self-registration cards



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<p>Week 3</p> <p>Me and My Family Tree</p> <p>Great Big Book of Families</p> <p>Photos of family- Display</p>	<p>Baseline Assessments</p> <p>Teach how to listen carefully- face the person they are talking to, look at them, eye contact etc</p> <p>Daily sing different nursery rhymes and songs- can children say the missing rhyming word?</p> <p>Story- My Family Tree</p> <p>New Vocab: names of friends and teachers</p> <p>Family- brother, sister, mummy, daddy, grandparents, aunties uncles, cousins</p> <p>Assessment- Observational checkpoint 4 yr olds pg21 Development Matters</p>	<p>Classroom Rules- lining up quietly, sharing, taking turns, sitting for learning time, good listening etc</p> <p>Is everybody's family the same? How are they different? Celebrate the differences in class.</p> <p>Display board- My Family</p> <p>Using children's names in play-</p> <p>use class knock knock book</p> <p>Ch to help plan an activity in classroom- likes/ dislikes</p> <p>Teach good hygiene- catch it, bin it, kill it, washing hands etc</p>	<p>Busy Fingers – every day</p> <p>Dough Disco – every day</p> <p>Squiggle Whilst You Wiggle – X3 per week.</p> <p>Fine Motor Skills: scissors, knife and fork, Coats putting on and off, doing up their zip</p> <p>Water- pouring/ stirring</p> <p>Small World play</p> <p>Gross Motor Skills: Bikes, scooters, tummy crawling, crawling on all fours</p> <p>PE- Sticky Kids Movement to music/changing speeds/directions and stopping.</p>	<p>Baseline Assessments</p> <p>Phase 1 Phonics- Rhyme Blending and Segmenting</p> <p>Name writing</p> <p>My Family Tree Book 5 key concepts of print</p> <p>Clapping syllables in name</p> <p>Mark making/drawing family house pictures – lolly stick houses.</p> <p>Name writing/labelling</p>	<p>Baseline Assessments</p> <p>Teach children how to put away things correctly- E.g. block area matching the 3d blocks to the 2d shapes</p> <p>Number in all areas of continues provision e.g. number of items in a pot- scissors, pencils, felt tips, paint brushes etc</p> <p>Labelling classroom</p>	<p>My Family- look at pictures of children's family. Encourage children to ask questions/ comment.</p> <p>Adults to share photos of their own family- allow children time to ask questions.</p> <p>Me and My Family Tree Book- up to grandparents understanding who brother, sister, grandparents. Do they all live near you or far away? Photos of children's family members</p>	<p>Singing Nursery Rhymes/ songs</p> <p>Charanga- Me! Music lesson once a week</p> <p>PE: hall rules. Practicing listening, stopping, going, speeds and safety/space</p>
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<p>Week 4</p> <p>Colour Monster</p>	<p>Baseline Assessments</p> <p>End of the day sing nursery rhymes and songs- can children say the missing rhyming word?</p>	<p>Classroom Rules- lining up quietly, sharing, taking turns, sitting for learning time, good listening etc</p> <p>Exploring Emotions</p> <p>Teach good hygiene- catch it, bin it, kill it, washing hands etc</p> <p>Mirrors/making emotion faces – looking at emotion books, learning emotional language descriptors.</p>	<p>Busy Fingers – every day</p> <p>Dough Disco – every day</p> <p>Squiggle Whilst You Wiggle – X3 per week.</p> <p>Fine Motor: scissor skills, painting, mark making, pencils, colouring crayons Dressing/ undressing dolls Small World play</p> <p>Coats putting on and off, doing up their zip</p> <p>Gross Motor:</p>	<p>Baseline Assessments</p> <p>Phase 1 Phonics – Rhyme</p> <p>Blending and Segmenting</p> <p>Name Writing</p> <p>Clapping syllables in name</p> <p>Children to draw a picture of who is in their family- label it</p>	<p>Baseline Assessments</p> <p>White Rose Maths- Phase 1 Just Like Me!- Match and Sort</p>	<p>Comparing differences in the class community - likes and dislikes physical attributes</p>	<p>Charanga- Me! Music lesson once a week</p> <p>Artist- Jackson Pollock- collaborative splatter art,</p> <p>Colour mixing</p> <p>Playdough/junk monster creations</p>



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			<p>PE- Sticky Kids Movement to music/changing speeds/directions and stopping.</p> <p>Climbing frame, mud kitchen, sand pit, painting at the easal</p>				
<p>Week 5</p> <p>Peepo</p>	<p>Baseline Assessments</p> <p>End of day sing different nursery rhymes and songs- can children say the missing rhyming word?</p> <p>Knock, Knock book of children shared Snack Time- learning</p>	<p>Classroom Rules- lining up quietly, sharing, taking turns, sitting for learning time, good listening etc</p> <p>Ch to help plan an activity in classroom- likes/ dislikes</p> <p>Using children's names in play-</p>	<p>Busy Fingers – every day</p> <p>Dough Disco – every day</p> <p>Squiggle Whilst You Wiggle – X3 per week.</p> <p>Fine Motor Skills: scissors, knife and fork, pencils, colouring crayons</p>	<p>Baseline Assessments</p> <p>RWI – phonics</p> <p>Name Writing</p> <p>Colour Monster feelings pictures</p>	<p>Baseline Assessments</p> <p>White Rose Maths- Just Like Me!- Match and Sort Compare Amounts</p>	<p>Past and present – looking at grandparents photos</p> <p>Looking at images in Peepo book – discussing how things are the same/different to now.</p> <p>Looking at baby photos and comparing how</p>	<p>Charanga- Me! Music lesson once a week</p> <p>Self portraits – sketchbook project</p>



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	<p>names of ch in class.</p> <p>Story- Peepo</p> <p>New Vocab- community, school, street name, town</p>	<p>make a knock knock book</p> <p>Teach good hygiene- catch it, bin it, kill it, washing hands etc</p>	<p>Coats putting on and off, doing up their zip</p> <p>Small World play</p> <p>Gross Motor Skills: Bikes, scooters</p> <p>PE- Sticky Kids Movement to music/changing speeds/directions and stopping.</p>			<p>they have aged/changed</p> <p>Sorting into past/present</p>	
<p>Week 6</p> <p>Paperdolls</p>	<p>End of day sing different nursery rhymes and songs- can children say the missing rhyming word?</p>	<p>Classroom Rules- lining up quietly, sharing, taking turns, sitting for learning time, good listening etc</p>	<p>Busy Fingers – every day</p> <p>Dough Disco – every day</p>	<p>Name Writing</p> <p>Story- Paperdolls</p> <p>Draw a favourite memory in a thought cloud</p>	<p>White Rose Maths- Just Like Me!</p> <p>Exploring pattern</p>	<p>Past/Present – reflecting on childhood memories</p>	<p>Charanga- Me!</p> <p>Music lesson once a week</p> <p>Self portraits – paint</p> <p>Artist Grant Marks</p>



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	<p>Knock, Knock book of children shared Snack Time- learning names of ch in class.</p>	<p>Ch to help plan an activity in classroom- likes/ dislikes</p> <p>Ch/ T memories are they the same different. Celebrate the differences.</p> <p>Teach good hygiene- catch it, bin it, kill it, washing hands etc</p>	<p>Squiggle Whilst You Wiggle – X3 per week.</p> <p>Fine Motor Skills: scissors, knife and fork, Dancing with scarfs- outside</p> <p>Gross Motor Skills: Bikes, scooters Climbing Frame</p> <p>PE: Sticky Kids Movement to music/changing speeds/directions and stopping.</p>				<p>Making own paper dolls</p>
<p>Week 7 Dentists/ My Body</p>	<p>Speaking in full sentences</p>	<p>Busy Fingers – every day</p>	<p>Jigsaw – Teeth models, shaving foam</p>	<p>RWI Oral Blending c-a-t = cat</p>	<p>White Rose Heavier/Lighter Comparing weights/sizes</p>	<p>Visit from a local dentist to discuss</p>	<p>Charanga- Me! Music lesson once a week</p>



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	<p>Responding to questions</p> <p>Learning new Vocabulary: Dentist, oral hygiene, toothbrush, plaque, toothpaste Skeleton, brain, lungs, heart, stomach, intestine, bones, blood, oxygen, breathe</p>	<p>Dough Disco – every day</p> <p>Squiggle Whilst You Wiggle – X3 per week.</p> <p>PE – Sticky Kids Movement to music/changing speeds/directions and stopping.</p> <p>Self Help Skills: Managing your own belongings</p>	<p>and brushes to model brushing teeth</p>	<p>Forming letters using a pencil</p> <p>Spelling and writing a CVC word</p> <p>Ordering a sequence of events – steps to brush your teeth.</p> <p>Labelling body parts – group drawing around a child and adding pictures of organs in the correct place and mark making features adding labels using initial sounds</p>	<p>Capacity</p>	<p>importance of dental hygiene</p>	<p>Toothbrush printing and painting to make marks</p> <p>Pasta skeletons</p> <p>Artist – Henry Fraser Paintng with your mouth using a brush.</p> <p>Hand/finger painting</p>
<p>Week 8</p> <p>Book: Leaf Man</p>	<p>Speaking in full sentences</p> <p>Responding to questions</p>	<p>Busy Fingers – every day</p> <p>Dough Disco – every day</p>	<p>Jigsaw -</p>	<p>Phonics – Recalling Set 1 sounds</p> <p>Oral Blending c-a-t = cat</p>	<p>White Rose – Counting 1,2,3</p>	<p>Observing nature changes for the Autumn season</p> <p>Autumn walk trip</p>	<p>Charanga- Me! Music lesson once a week</p> <p>Speaking in full sentences</p>



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	<p>Learning new Vocabulary: Leaves, changes, season, crunchy, dry, weather, cold, sunlight, damp, funghi, woodland, tree, bark, trunk, branch</p> <p>Remember and talk about what happens in a story</p>	<p>Squiggle Whilst You Wiggle – X3 per week.</p> <p>PE – Sticky Kids Movement to music/changing speeds/directions and stopping.</p> <p>Self Help Skills: Putting on your own coat and zipping it up.</p>		<p>Forming letters using a pencil</p> <p>Writing an initial sound as a label for a word – labelling the vegetables – filling in initial sounds – Evil Pea has stolen the letters can we write them in?</p>		<p>Autumn object collecting</p> <p>Autumn crowns</p>	<p>Responding to questions</p> <p>Learning new Vocabulary: Leaves, changes, season, crunchy, dry, weather, cold, sunlight, damp, funghi, woodland, tree, bark, trunk, branch</p> <p>Remember and talk about what happens in a story</p>
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Please note planning and teaching is subject to change in our busy Reception classrooms.