

Reception Medium Term Plan
Autumn 1 2021

	06.09.21 13.09.21 Settling in	20.9.21 My body	27.9.21 My Family & Myself	11.10.21 People Who Help us	18.10.21 Seasons – Our community throughout the year
Personal, social and Emotional development	<p>Small groups to be shown toilets, cloakrooms, pegs and location of name cards</p> <p>Agree class rules and display in the class rooms</p> <p>How we use our classroom</p> <p>Circle time: making friends and learning names</p>	<p>Warrior of the Week</p> <p>Introduce Jigsaw curriculum</p> <p>Introduction to class bear and future related activities</p>	<p>Warrior of the week</p> <p>Discuss family and who we live with</p> <p>To know the names of some feelings and whether they are good or bad</p>	<p>Warrior of the week</p> <p>Teamwork and sharing; working together and waiting to take turns</p> <p>How can I help my friends? How can I help others?</p>	<p>Discussing changes in ourselves and the world around us</p>
Communication and Language	<p>Discuss feelings of starting school</p> <p>Circle Time – introducing ourselves</p>	<p>Talking about what I like to do</p> <p>Introduction to class bear and future related activities</p>	<p>Discuss other languages spoken at home. Share some key phrases with class.</p> <p>Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures.</p>	<p>Talk about different occupations and ways of life. What do our parents do? What do we want to be when we grow up?</p>	<p>Ask questions using what, where, when and why to find out information, e.g. when learning about seasons children can ask questions to find out more.</p>

Physical Development	<p>Classroom safety – transporting equipment, being aware of others</p> <p>P.E. Reception commences</p> <p>Running, jumping, using tricycles and scooters outside with increasing control.</p> <p>Small tools, cutlery, tweezers, playdough, pipettes, scissors</p>	<p>Handwashing and hygiene discussions</p> <p>Drawing myself; what features do I have?</p> <p>Running, jumping, using tricycles and scooters outside with increasing control.</p> <p>Small tools, cutlery, tweezers, playdough, pipettes, scissors</p>	<p>Cutting skills - collage pictures of faces</p> <p>Running, jumping, using tricycles and scooters outside with increasing control.</p> <p>Small tools, cutlery, tweezers, playdough, pipettes, scissors</p>	<p>Running, jumping, using tricycles and scooters outside with increasing control.</p> <p>Small tools, cutlery, tweezers, playdough, pipettes, scissors</p>	<p>Running, jumping, using tricycles and scooters outside with increasing control.</p> <p>Small tools, cutlery, tweezers, playdough, pipettes, scissors</p>
Understanding the World	<p>Introducing the ICT area of the classroom – rules and expectations</p> <p>Talking about myself and my family</p> <p>Talking about ourselves</p>	<p>Birthday chart – order months of the year and add children’s names to the chart</p> <p>To develop an awareness of their own bodies, facial features, body parts and to describe what they notice</p> <p>Drawing around bodies with chalk</p>	<p>To follow simple directions around a familiar area</p> <p>To recognise similarities and differences between themselves and other pupils</p> <p>Family Trees, diverse representations of family life.</p>	<p>People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.</p>	<p>Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.</p> <p>Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>

Literacy	Introducing the literacy area in the classroom – rules and expectations	Name tracing - Teacher to demonstrate how to use the reading area	Reading, handwriting, phonics	Reading, handwriting, phonics	Reading, handwriting, phonics
	Stories about starting school	Recognising and writing names	Draw and label large pictures of their family	Story language: becoming familiar with phrases such as ‘once upon a time’, ‘lived happily ever after’.	Provide opportunities for mark making, stamps in playdough, painting, chalks, easels.
	Introduction to Read Write Inc Phonics	Attempt to write name labels for portraits	Use puppets to retell familiar stories		
	Display: draw a picture and attempt to write name	Pre-handwriting skills	Pre-handwriting skills	Pre-handwriting skills	Pre-handwriting skills
	Pre-handwriting skills	Daily – finding name, tracing over name	Daily – finding name, tracing over name	Daily – finding name, tracing over name	Daily – finding name, tracing over name
	Daily – finding name, tracing over name				
Mathematics	Introducing the maths area in the classroom – rules and expectations	Number recognition within 5	Mathematics Mastery – Early mathematical experiences	Mathematics Mastery – Early mathematical experiences/Pattern and early number	Mathematics Mastery – Early mathematical experiences/Pattern and early number

Expressive arts and Design	Introducing the creative areas in the classroom – rules and expectations	To join in with familiar songs	To independently select junk items to represent a home.	Colour mixing	Working with natural materials e.g. leaf rubbing, hedgehog collages
	Free choice painting – introduce children to where aprons are and how to use the creative station	Independent – self-portraits with mirrors Home corner role play Look in mirrors self-portraits Cultural music Large paintings of self and family To create a face using modelling clay	Family and friends portraits in chalk and paint Home corner	Make hand prints for display boarder To investigate how to lighten paint colours. Portraits of people in our community Puppets of people who help us	Exploring Autumnal colours Observational drawings of seasonal fruit and vegetables