

Reception Medium Term Plan  
Autumn 1 2020

	07.09.20-21.09.20 Settling in	28.09.20 Myself and My Home	05.10.20 My Family	12.10.20-19.10.20 Nursery Rhymes
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>Talk about the home that you live in and the variety of homes around the world</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>Look at a range of faces in the nursery rhymes and discuss why and what people might feeling. Talk about different emotions.</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>Musical explorations</p> <p>Speaking and listening- listen and respond to new nursery rhymes</p>

Physical Development	<p>Assessments: pencil control, pre-writing skills assessment and cutting skills.</p> <p>Classroom safety – transporting equipment, being aware of others</p> <p>P.E. Reception commences</p>	<p>Handwashing and hygiene discussions</p>	<p>Cutting skills - collage pictures of faces</p>	<p>Acting out nursery rhymes – building a brick wall for Humpty Dumpty. Pretending to be Incy Wincy Spider climbing up a spout. Marching like soldiers from the Grand Old Duke of York.</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 and to describe what they notice</p>	<p>Introduce Bee-Bot</p> <p>Set up market stalls in outside area</p> <p>To follow simple directions around a familiar area</p> <p>To recognise similarities and differences between themselves and other pupils</p>	<p>ICT self-portraits- mouse control</p> <p>Drawing around bodies with chalk</p> <p>Introduce Harvest festival</p>

Literacy	Introducing the literacy area in the classroom – rules and expectations			
	Stories about starting school			
	Introduction to Read Write Inc Phonics	Name tracing - Teacher to demonstrate how to use the reading area	Reading, handwriting- write dance, phonics	Reading, handwriting- write dance, phonics
	Display: draw a picture and attempt to write name	Recognising and writing names	Draw and label large pictures of their family	Rhyming games
	Pre-handwriting skills	Attempt to write name labels for portraits		
	Daily – finding name, tracing over name			
Mathematics	Introducing the maths area in the classroom – rules and expectations			
	Number assessments	Number recognition	Mathematics Mastery – Early mathematical experiences	Mathematics Mastery – Early mathematical experiences/Pattern and early number

Expressive arts and Design

Introducing the creative areas in the classroom – rules and expectations

Free choice painting – introduce children to where aprons are and how to use the creative station

To join in with familiar songs

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

To independently select junk items to represent a home.

Family and friends portraits in chalk and paint

Make hand prints for display boarder

Home corner

To investigate how to lighten paint colours.

Respond to music/ Happy and sad music

The farmers in his den and a selection of traditional rhymes

Explore textures in the tuff spot

Make animal masks.