Inspiring and enabling our school community to live life to the full

	RECEPTION MEDIUM TERM PLAN - AUTUMN 1 TOPICS: OURSELVES & FAIRY TALES	KEY: NC links Science History Geography Art Design & Technology Music Computing RE
Communication and Language Understand why listening is important. Know what good listening looks like. (Look at the speaker, be still, think about what is being said) Be able to listen attentively when others are speaking. Understand that they need to put their hands up to speak in a large group situation. Be able to listen in a non-reciprocal way during assembly times. Learn and use new vocabulary. Begin to understand what a question is. Be able to answer who, where and when questions. Speak to others in an audible voice during circle times. Articulate their ideas and thoughts in full sentences. Be able to use social phrases eg. "Good morning" "Please" "Thank you!" Listen attentively to stories and non-fiction texts. Join in with patterned language in familiar stories. Be able to link events in a story to their own experiences. Be able to sequence pictures showing the main events of a story. Be able to retell familiar stories. Be able to identify rhyming words in stories, rhymes and songs. Learn a range of poems, rhymes and songs by heart. .	**Personal, Social and Emotional Development** Be able to talk about themselves including their likes and dislikes, family members, favourite toys, family celebrations. Develop a positive relationship with the adults in class. Develop a positive relationship with their Year 6 Buddy in school. Learn the names of other children in class. Make new friends by being open to playing with unfamiliar chn. *Understand what makes a good friend. *Be able to show kindness to friends who are upset. *Be able to identify how others might be feeling in daily life and in the stories they read. *Respect the feelings and wishes of others. *Understand that some actions can hurt or harm others. *Know the school rules and why they are important. * Links with RE "What does it mean to be kind?" Understand the key emotions of happy, sad, angry, afraid and calm through the use of "The Colour Monster" book. Understand how we can identify these key feelings in ourselves. Develop resilience and perseverance in the face of challenge. Be able to set their own goals and work towards them eg. in the modelling area or when playing with a ball Learn about strategies for calming down when angry and begin to use these. Learn how to tidy up all the toys and equipment in the EYFS classroom and outdoor area. Understand why they need to wash their hands after using the toilet and before eating etc. Be able to wash their hands effectively. Begin to understand that in some places far away children do not have what they need to keep clean and healthy. Understand how to keep themselves warm outside on a cold day – wear coat, hat gloves, don't get wet, keep active! Know why it is important to use a tissue for a runny nose (and where to dispose of it). Know how to cough into their elbow to avoid spreading germs. Understand and learn the PANTS rules Name body parts and know which parts should be private Know the difference between appropriate and inappropriate touch Understand that they can say "no" to unwanted touch	**Physical Development** Understand why movement & exercise is important. Develop overall body strength, balance, co-ordination and agility through exploring the trim trail and climbing equipment in the EYFS outdoor area and school playgrounds. Be confident to lift, move heavy objects such and the tyres and planks in the EYFS outdoor area. Develop stamina when running as part of the "Daily Mile". Be able to move along on a three or two wheeled scooter. Develop core strength through the use climbing equipment, wheelbarrows, trowels to dig in the sand, rakes to gather fallen leaves. Develop small motor skills through activities such as threading, using tweezers, pouring, dancing with scarves, using spray bottles, dressing and undressing dolls, gardening, playing with small world toys, making models with junk materials, building with construction kits, and using dough. Be able to cut using scissors. Be able to hold a pencil using a comfortable tripod grip. To use their core strength to achieve a good posture when sitting on the floor. Know how to sit at a table correctly. (Feet on the floor, chair tucked in, arms on the table.) Be able to form the letters of their name in the correct cursive style. Learn to form all the graphemes taught during phonics lessons in the correct cursive style. Be able to line up with their classmates knowing that they must stay in their position in the line and not be too close or touch the person in front. Be able to put their own coat on. Be able to get undressed and dressed for PE. <u>Get Set 4 PE – Introduction to PE:1</u> To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use PE equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner.

	Think about the adults they can trust and who they can ask for help. Know how to leave the school safely when the fire bell rings.	

Literacy

Listen attentively to stories and non-fiction texts.
Become familiar with stories by Julia Donaldson and Judith Kerr.
Join in with patterned language in familiar stories.
Be able to link events in a story to their own experiences.
Be able to sequence pictures showing the main events of a story.
Be able to retell familiar stories.
Be able to identify rhyming words in stories, rhymes and songs.
Learn a range of poems, rhymes and songs by heart.
Be able to say the sounds for the following graphemes (lower case) – s a t p I n m d g o c k ck e u r h b f l.
Know that when we read we go from left to right.
Be able to blend CVC words independently.
Be able to read the tricky words – is, I, the
Be able to read simple phrases/sentences made up of words with known GPC's and tricky words.
Read and re-read books matched to their phonic ability.
Be able to form the letters of their name in the correct cursive style.
Learn to form all the graphemes taught during phonics lessons in the correct cursive style.
Be able to segment CVC words in order to write them down.
Write their own labels and captions for pictures and story maps.
Write simple lists.
Write cards and invitations to each other and family members.

Maths

Be able to identify when a set can be subitised and when counting is needed
Be able to subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
Be able to make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
Be able to spot smaller numbers 'hiding' inside larger numbers
Be able to connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
Be able to join in with the counting sequence and connect this to the "staircase" pattern of the counting numbers, seeing that each number is made of one more than the previous number
Develop counting skills and knowledge, including: that the last number in the count tells us "how many" (cardinality); to be accurate in counting each thing must be counted once and once only; the need for 1:1 correspondence; understanding that anything can be counted, including sounds and actions
Be able to compare sets by matching and use the language of "more than, "fewer than" and "equal to".

Be able to chant numbers in order up to 10 and then 20.
Be able to count up to 10 items into a set, counting items taken from a larger set.
Match a number of items to a numeral and match written and spoken numerals.
Be able to count along a number track 1−10.

Understand and use a range of spatial language, including the prepositions: in, on, under, next to, between, in front of, and behind.

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Understanding The World	Expressive Arts and Design
Be able to talk about how school life was different/similar in the past by looking at books and photographs. Begin to understand how life was different in the past through reading stories and non-fiction books about castles. Learn and use simple vocabulary to talk about past events eg. in the past, a long time ago, before I was born, many years ago Become familiar with the layout of the EYFS classroom and outdoor area. Become familiar with the layout of the school as a whole – kitchen area, canteen, offices, other classrooms, library and ICT suite. Understand that their school is on a road called Dukes Ride in Crowthorne village. Be able to identify different features on a map and an aerial photograph of the school and its surrounding area. (houses, roads, forest) Be able to draw maps of different story settings – The Gruffalo forest, Little Red Riding Hood's route to Grandma's house Understand that people speak different languages in different parts of the world. (Languages Day) Explore the following questions:- "Why are some people remembered by others?" "What can we learn from stories?" "Why are some items and actions special?" Know that the word "God" is a name. Know that Christians believe that God is the creator of the Universe. Know that Christians believe that God made our world and we should look after it. Know that the Bible is a special book for Christians and has stories about God and Jesus. Know the Bible story of Noah and the Flood. Know that Christians can talk to God by praying. Understand why Christians celebrate "Harvest time" Learn basic gardening skills such as clearing dead plants, planting bulbs, collecting seeds, weeding and watering. Be able to describe how the natural world changes as summer turns to autumn. (Q: What is happening to the trees? Snap Science) Also links to Geography Be able to name the main parts of their bodies. (Q: What am I made of? Snap Science) Know that they must look after their bodies by keeping clean, exercising, eating healthy foods and resting. Understand the term "material". Be able to identify common materials such as wood, plastic, fabric, metal, glass. Know that homes can be made from different materials. Know that magnets attract some metals.	Join in with role play linked to stories read in class. Be able to develop storylines in their pretend play. Be able to take on a different role in their pretend play. Be able to hold a pencil correctly. Be able to draw people in self-portraits and family pictures which include a head, body, arms, legs and facial features. Be able to draw pictures inspired by the stories they hear. Be able to hold a paint brush correctly. Know that paint brushes need to be washed before using another colour. Learn about colour mixing through opportunities to experiment freely. Talk about the marks they make using simple Art and Design language. (eg. curved, zigzag) Evaluate their own work by saying what they like about it. Know how to make patterns and pictures by printing using a range of different objects. (buttons on a gingerbread man, patterns on bunting for Cinderella's Ball) Explore and investigate selecting, manipulating and combining collage materials. Hold scissors correctly and cut a range of different materials. Be able to cut straight lines. Tear paper into strips and simple shapes. Apply adhesive sparingly and place glued surfaces together accurately. Learn how to cut tape and use this to join materials together. Understand how tape can be used to create a hinge eg. door that can open Organise and combine shapes, textures and colours to make pictures or patterns. Assemble and disassemble the component parts of a range of construction kits. Combine boxes and other found materials to create junk models. Combine large equipment outside (planks, blocks, tyres, crates etc) to create dens etc Mould and create shapes with malleable materials. Use simple tools to cut shapes and impress patterns and textures into malleable materials. Learn to sing a range of songs linked to their learning in other areas - Maths - Five Little Men in a Flying Saucer, Five Currant Buns, There were Ten in the Bed, The Days of The Week Song - Class assemblies – This little light of mine, He's got the whole world in his hands, Thank you God for the harvest, Noah builds an ark - Topic – There was a princess long ago Sing Up Music – I've got a grumpy face Explore making sound with voices and percussion instruments to create different feelings and moods. Make up new words and actions about different emotions and feelings. Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions.

Be able to play simple online learning games on an i-pad and on a laptop, using the mouse/touchpad to move the cursor and click to select.	