

The background features a faint, light gray line drawing of a school building with multiple windows and a chimney, set against a backdrop of stylized trees. A solid blue vertical bar runs along the left edge of the slide.

Reception Medium Term Planning

Autumn 1- All about me

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Parental Engagement							
Text	Goldilocks and the 3 Bears						
Other stories to read during the topic	Mommy's Khimar, You are awesome, Hair love, Once there were giants, Mog the forgetful cat, The tiger who came to tea, Harry and the bucketful of dinosaurs, Alfie gets in first, Blue Penguin, Ruby's worry, Giraffes can't dance, Elmer big book, Elmer and the stranger big book						
Phonics and sight words	Phase 1 phonics- alliteration, blending and segmenting activities. Literacy 3&4 year olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother						
Literacy Reading and writing	Shared reading- 2x week Literacy 3&4 year olds <ul style="list-style-type: none"> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Guided writing- 1x week Shared writing- 3x week Literacy 3&4 Year olds <ul style="list-style-type: none"> Write some or all of their name. • Write some letters accurately. Literacy - Children in reception <ul style="list-style-type: none"> Form lower-case and capital letters correctly. PD- 3&4 Year olds <ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand. PD- Children in reception <ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. Reading carousel- 5x week						
Handwriting	See timeline Fine motor activities- weekly activities from the early handwriting toolkit/handwriting document. Playdough disco, Modelling correct pencil grip Literacy 3&4 Year olds <ul style="list-style-type: none"> Write some letters accurately. Literacy - Children in reception <ul style="list-style-type: none"> Form lower-case and capital letters correctly PD- 3&4 Year olds <ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand. PD- Children in reception <ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. 						
Storytelling 3x week	Hear it, map it, step it Hear it- read/recite the story to the children. Use actions to help them remember key words/events Map it- The adult models making a class story map, encouraging the pupils to help think of the main events. Step it- Model to the	Retelling As a class chorally tell the story using the class story map. Children to practice retelling the story to their talk partners Literacy books: Pupils to tell the story adults to scribe C&L- 3&4 Year olds <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much 	Characters Adult to model describing the characters of the story, pupils to help come up with words to describe how they look/feel/act etc. Literacy books: Drawing the characters and describing, adult to	Setting Adult to model describing the setting of the story, pupils to help come up with descriptive words. Literacy books: Drawing the setting and describing, adult to scribe Examples of descriptions to go up in the writing area C&L- Children in Reception <ul style="list-style-type: none"> Listen to and talk about stories to 	Plot matrix As a class change the characters, the setting and events. The children can discuss what they want to have in the story with their talk partner. Take suggestions using lolly sticks and then have a class vote to decide on the new characters etc. Literacy	Writing the new story Using the plot matrix or the updated story map, model writing the start, middle and end of the story. Model using capital letters, finger spaces, full stops and what to do when you run out of space at the end of a line. Also model how to sound out a word and write it down	A shopping list What to buy at the market for our cooking session Literacy books: Children to draw the object, have a go at the initial sound (copied) adult to write the rest of the word. Shopping list to go up in the writing area

	<p>children using the class map to step the story. As you step you only say one word or phrase for each event.</p> <p>Literacy books: Independent story map</p> <p>Class story map in the writing area for pupils to see</p> <p>C&L- 3&4 Year olds</p> <ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens. <p>C&L- Children in Reception</p> <ul style="list-style-type: none">• Engage in story times.• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	<p>of what happens.</p> <p>C&L- Children in Reception</p> <ul style="list-style-type: none">• Engage in story times.• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	<p>scribe</p> <p>Examples of descriptions to go up in the writing area</p> <p>C&L - Children in Reception</p> <ul style="list-style-type: none">• Listen to and talk about stories to build familiarity and understanding.	<p>build familiarity and understanding.</p> <p>Literacy- 3&4 Year olds</p> <p>*Engage in extended conversations about stories, learning new vocabulary.</p>	<p>books: Drawing a new character/setting</p> <p>Plot matrix to go up in the writing area</p>	<p>and what to do when we want to write a sight word.</p> <p>Literacy books: Updated story map with new characters and setting</p> <p>New story example to go up in the writing area</p>	
Maths	White Rose						
Visits/visitors	A visit to the market to buy food to cook with						
Role play	Home corner				The 3 bears cottage		
PD	PE with Badu sports coaches						
Other				Harvest festival			

		Monday	Tuesday	Wednesday	Thursday	Friday
W/C 1	<u>PSED- learning routines</u> <u>PSED- Self Regulation- Children in Reception</u> * Identify and moderate their own feelings socially and emotionally. <u>PSED-Managing Self- 3&4 year olds</u> *Increasingly follow rules, understanding why they are important. *Do not always need an adult to remind them of a rule. *Develop appropriate ways of being assertive. <u>PSED-Building Relationships- Reception</u> *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others. *Think about the perspective of others. <u>CL-Listening, Attention & understanding- Reception:</u> * Understand how to listen carefully and why listening is so important.	<u>Our class contract and routine</u> Introduce the 3 school rules and have a class discussion about what they mean for us in Reception. Be safe Be respectful Be committed Discussing what happens throughout the day and creating a timeline using visuals- to be referred to throughout the day.	<u>Our rules- teddy bear sitting</u> Recap the class rules and what they mean. Discuss teddy bear sitting on the carpet. Introduce talking partners and lolly sticks- talk about no shouting out or hands up when sitting on the carpet. Refer back to the visual timetable and make sure children understand what it means.	<u>Our rules- walking around the school</u> Recap the class rules and what they mean. Discuss lining up. Talk about when we are walking around the school, we have our lips closed and there is no talking. We stand 1 behind the other, hands by our sides and facing forwards. Refer back to the visual timetable and make sure children understand what it means.	<u>Our rules- Scorch and Rainbow</u> Recap the class rules and what they mean. Introduce Rainbow and discuss Rainbow learner of the week. The Rainbow learner of the week must follow the school rules and be trying hard in all that they do. Refer back to the visual timetable and make sure children understand what it means.	<u>Music/P4C/ICT</u> <u>P4C learning intentions:</u> <u>PSED-Children in Reception</u> *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others <u>Literacy- Children in Reception</u> *Articulate their ideas and thoughts in well-formed sentences. *Ask questions to find out more and to check they understand what has been said to them. *Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. <u>Music learning intentions:</u> <u>EAD-Being Imaginative and Expressive- Reception</u> * Listen attentively, move to and talk about music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses. *Sing in a group or on their own, increasingly matching the pitch and following the melody. *Explore and engage in music making and dance, performing solo or in groups.
	Vocabulary and Questions:	Class contract, school rules, teddy bear sitting, listening, quiet, sensible, careful, respectful, kind, caring, share, Rainbow, learner of the week, proud.				
W/C 2	<u>UTW-Geography - Our Community</u> <u>UTW- The Natural World- Reception</u> *Draw information from a simple map. *Recognise some similarities and differences between life in this country and life in other countries.	<u>Introduction of a map and finding our community:</u> What are the different parts? (Water and land) Do we know any of the countries? Do we know where we are on the map? Where is	<u>What can we remember about the map? Talking about our community:</u> Recap parts of a map, water/ land, where we are, any countries.	<u>What can we find out about different countries?</u> Recap parts of a map, water/ land, where we are, any countries.	<u>Drawing a picture of where I am from:</u> Recap parts of a map, water/ land, where we are, any countries.	<u>Music/P4C/ICT</u>

	<p>Linked to KS1 Geography: use world maps, atlases and globes to identify the United Kingdom.</p> <p>Trip into the market and surrounding areas?</p> <p>*Look at the market</p> <p>*Visit the train station</p> <p>*Visit Bartlett Park</p> <p>*Go to the ideas store</p>	our community?	<p>As a class talk about where we are from (Our community). Can anyone point out where we are from on the map?</p> <p>Class discussion about the community e.g. what they do in the community e.g. shop at the market, go to the ideas store etc.</p> <p>What is in the community e.g. the market, the ideas store, DLR station, places of worship etc.</p>	<p>Finding out if any of our friends are from different countries. (Find out from parents previously) As a class finding the countries we are from and putting children's pictures there.</p> <p>What can we find out about the countries some of our friends are from? Are they in the same continent? Do they look like where we live/our community? Do people there speak the same language? Is the weather the same? Research on google and use google earth to have a look.</p> <p>Are all the countries the same?</p>	<p>Can some of the children remember where they said they are from? Can anyone point it out on the map?</p> <p>Children to draw a picture of their community and adults to scribe what they say about where they are from.</p> <p><u>Things to talk about:</u></p> <p>*What is their community like?</p> <p>What does it look like? What do they do in the community?</p> <p>What landmarks are in the community?</p> <p><u>If the children have lived in a different country allow them to talk about that also.</u></p> <p>*Where are they from?</p> <p>*What language is spoken there?</p> <p>*What is it like there?</p> <p>(Weather, town/countryside etc)</p>	
	Vocabulary and Questions:	Map, atlas, globe, world, Earth, countries, continents, oceans, seas, land, water, mountains, heritage, locate, similar, different, country names, hot, cold, weather, countryside, city, beach, farm, community, church, mosque, temple, school, library, park, playground, doctors.				
W/C 3	<p><u>UTW- History- how have we changed?</u></p> <p><u>UTW- Past and present- Reception</u></p> <p>*Comment on images of familiar situations in the past.</p> <p>Linked to KS1 History:</p> <p>*Changes within living memory.</p>	<p><u>Looking at baby pictures:</u></p> <p>Look at the baby pictures the children have brought from home- can we guess who the pictures are of? Does anyone look very similar? Does anyone look very different?</p> <p>Talk about how we</p>	<p><u>Once there were giants:</u></p> <p>Recap what we spoke about yesterday- how have we changed since being a baby?</p> <p>Read the story: Once there were giants- as a class discuss how the</p>	<p><u>What will happen to us next?</u></p> <p>Have a class discussion about how we will change when we get older?</p> <p>What will change about the way they look? Will some</p>	<p><u>Talking about how we have changed and how we will change:</u></p> <p>Adult to model making a timeline of how we have changed and a what will happen to us e.g. being born-</p>	<u>Music/P4C/ICT</u>

		have changed- are our faces different? How has our hair changed? Did we have any teeth? Could we talk? Could we go to the toilet? etc	little girl in the story changed. Have any of those changes happened to us? Teacher to model making a timeline of what happened to the little girl as she grew up.	things not change? e.g. getting taller, teeth falling out etc. What sorts of things will happen to us? Go to year 1, learn to read and write etc.	walking- talking- toilet trained- going to school etc. Adults to scribe as the children talk about how they have changed since being a baby and how they will change as they get older. Children to have a go at making their own timeline for their books.	
	Vocabulary and Questions:	Growth, older, change, different, baby, toddler, child, taller, bigger, communication, talk, speak				
W/C 4	<u>EAD - Self-portraits</u> PSED- Self-Regulation- Reception *See themselves as a valuable individual. EAD-Creating with Materials- Reception *Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<u>Introduction of self-portraits</u> Show the children some self-portraits by famous artists. Explain what a self-portrait is. Explain that we will be doing our own self-portraits. Model looking at the shape of your face and drawing it. <i>Do we all have a circle face? Do any of us have the same shape face?</i>	<u>Skin colour</u> Talk to the children about the colour of your skin...is it white? Is it black? Etc. Talk about what colour paint you would use if you were painting your skin on a picture. Would you mix 2 colours together? Do we all have the same skin colour? Can the children talk about the colour of their skin and how they are different o their friends?	<u>Hair colour</u> Talk to the children about the colour of your hair. What colour would you say it was? Model to the children mixing colours together until you are happy you have the correct colour. Do we all have the same hair colour? Can the children talk about the colour of their hair and how they are different o their friends?	<u>Facial features</u> Have a class discussion about what now needs to be added to the self-portrait. E.g. eyes, nose, mouth, ears, eyebrows, eyelashes etc. Model to the children how you would add the different features of your face. As the children finish their portraits scribe what they say. Can they tell you about what they look like? Can they talk about similarities/differences between themselves and their friends? Portraits, quotes and photos to go in books.	<u>Music/P4C/ICT</u>
	Vocabulary and Questions:	Face, eyes, nose, mouth, lips, ears, eyebrows, eyelashes, skin, hair, colour, similar, different, individual				

<p>W/C 5</p>	<p>UTW- STEM- Senses</p> <p><u>UTW-The Natural world-3&4 year olds</u> *Use all their senses when exploring natural materials.</p> <p>Linked to KS1 Science: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>What are my senses? Naming the 5 senses and the body parts responsible for them using the 'our senses' PowerPoint.</p> <p>A listening walk- what sense do we need to use for this? What body part do we use to listen?</p> <p>Pictures taken and quotes collected for books.</p>	<p>Taste The different types of taste- salty, sour, sweet & bitter. Use the 5 tastes PowerPoint.</p> <p>Give each child a chance to taste different types of food from each of the tastes.</p> <p>Salty: Salted pretzels Sour: lime/lemon Sweet: marshmallows/ chocolate chips Spicy: salsa/ hot sauce Bitter: dark chocolate/ horseradish/ mustard</p> <p>Pictures taken and quotes collected for books.</p>	<p>Smell Discussion about what we use to smell. How does our smell help us? - fire, gas, rotting food etc</p> <p>Does everything have a smell? - show the children 2 things that look the same but smell different e.g. water and vinegar.</p> <p>Small group activity- children are blindfolded and must guess what is in the pot by smelling. e.g. chocolate spread, orange, coffee, toothpaste etc.</p> <p>Pictures taken and quotes collected for books.</p>	<p>Touch Talking about touch and feeling objects, what do we use to touch/feel things? Is it just our hands?</p> <p>Exploring different textures and describing them.</p> <p>Children to stick different textures in their books and describe them. E.g. sandpaper, 'fur', bubble wrap, rubber glove etc.</p>	<p>Music/P4C/ICT</p>
	<p>Vocabulary and Questions:</p>	<p>Senses taste, tongue, mouth, tastebuds, sweet, sour, spicy, bitter, salty smell, nose, sniff sight, eyes, see Hearing, ears, listen touch, skin, feel, Soft, hard, smooth, bumpy, lumpy, rough, spikey, prickly, rubbery, sharp, stretchy</p>				

Kerri to start 'Which way now?' project- 1 hour per week rotating children.

Resources for Autumn 1- (Children to bring in baby pictures)

Resources to find/order before the topic starts- sandpaper, bubble wrap, rubber gloves, 'fur', food for smelling and tasting activity

Autumn 2- Caring for our world/Christmas (7 weeks)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Parental engagement							
Text	Michael Recycle					The Christmas story	
Other stories to read during the topic	Dinosaurs and all that rubbish, Dear Greenpeace, Tidy – Emily Gravett, The paper-bag prince, The story of frog belly rat bone, One snowy night						
Phonics & Sight words	Phase 2 phonics daily (1 sound a day Mon-Thur, revise Fri) Practice sight words every day- 3 going home each week Phonics table in the classroom- letter of the day displayed and activities available Assessment- see phonics action plan Literacy - Children in Reception – Word reading *Read individual letters by saying the sounds for them. *Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. *Read a few common exception words matched to the school’s phonic programme.						
Literacy Reading and Writing	Shared reading- 2x week Literacy - Children in Reception – Word reading *Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Guided reading- 1x week Literacy - Children in Reception – Word reading *Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Guided writing- 1x week Literacy – Children in Reception - Writing *Form lower-case and capital letters correctly. Shared writing- 3x week Adults will model Literacy – Children in Reception -Writing *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with known letter– sound correspondences using a capital letter and full stop. Comprehension *Re-read what they have written to check that it makes sense. Reading carousel- 5x week						
Handwriting	See timeline Practicing letter handwriting in groups of 6, Adult modelling the correct letter formation, Focusing on- writing on the line, correct letter formation, knowing the initial sound of words Literacy – Children in Reception- Writing *Form lower-case and capital letters correctly. PD - Children in Reception - Fine motor skills *Develop the foundations of a handwriting style which is fast, accurate and efficient.						
Storytelling 3x week	Hear it, map it, step it Hear it- read/recite the story to the children. Use actions to help them remember key words/events Map it- The adult models making a class story map, encouraging the pupils to help think of the main events. Step it- Model	Retelling As a class chorally tell the story using the class story map. Children to practice retelling the story to their talk partners Literacy books: Handwriting c, o CL - Children in Reception - Speaking *Describe events in some detail	Describing Adult to model describing the characters and setting of the story, pupils to help come up with words to describe how they look/feel/act etc. Literacy books: Handwriting a, d Examples of	Plot Matrix As a class change the characters, the setting and events. The children can discuss what they want to have in the story with their talk partner. Take suggestions using lolly sticks and then have a class vote to decide on the	Writing the new story Using the plot matrix or the updated story map, model writing the start, middle and end of the story. Model using capital letters, finger spaces, full stops and what to do when you run out of space at the end of a line. Also model how to sound out a word and write it down and what to do when we want to write a sight word. Literacy books:	Hear it, map it, step it Hear it- read/recite the story to the children. Use actions to help them remember key words/events Map it- The adult models making a class story map, encouraging the pupils to help think of the main events. Step it- Model to the children using the class map to step the story. As you step you only say one word or phrase for each event. Literacy books: Writing	

	<p>to the children using the class map to step the story. As you step you only say one word or phrase for each event.</p> <p>Literacy books: Handwriting I, l, t</p> <p>Class story map in the writing area for pupils to see</p> <p>CL - Children in Reception - Speaking *Listen to and talk about stories to build familiarity and understanding.</p>		<p>descriptions to go up in the writing area</p> <p>CL - Children in Reception – Listening, Attention and Understanding *Learn new vocabulary</p>	<p>new characters etc.</p> <p>Literacy books: Handwriting u, w, e</p> <p>Plot matrix to go up in the writing area</p> <p>CL Children in Reception- Speaking *Articulate their ideas and thoughts in well formed sentences.</p>	<p>Handwriting n, m, h</p> <p>New story example to go up in the writing area</p> <p><u>Adult to model</u> Literacy – Children in Reception -Writing *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with known letter– sound correspondences using a capital letter and full stop. Comprehension *Re-read what they have written to check that it makes sense.</p>	<p>Christmas cards</p> <p>Class story map in the writing area for pupils to see</p> <p>CL - Children in Reception - Speaking *Listen to and talk about stories to build familiarity and understanding. *Describe events in some detail</p> <p>CL - Children in Reception – Listening, Attention and Understanding *Learn new vocabulary</p>
Maths	White rose					
Role play	Chrip street market- selling fresh produce				Santa’s workshop	
PD	PE with Badu					
Visits/visitors	Visiting chrip st mkt- is there litter? What can we do? Posters? Leaflets?					

		Monday	Tuesday	Wednesday	Thursday	Friday
W/C 1	<p>UTW - RE - Diwali</p> <p>UTW-People, culture and communities- Reception: *Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Can we organise a trip to a temple?</p>	<p>Introducing Diwali</p> <p>Use Let's celebrate on CBeebies.</p> <p>Does Diwali seem similar to anything we celebrate? (Christmas/Eid, etc?)</p> <p>Discussing the temple- do we go anywhere similar? (Church/Mosque?)</p> <p>Discussing who a pujari is- do we know of anyone similar? (Imam/vicar/priest?)</p> <p>Collecting quotes about what the children celebrate and how they celebrate.</p>	<p>The story of Rama and Sita</p> <p>What can the children remember about Diwali from the previous day?</p> <p>Telling the story to the class and having a class discussion about it.</p>	<p>Making rangoli patterns</p> <p>Rangoli patterns are used to welcome Lakshmi, rangoli patterns also show the happiness, positivity and liveliness of a household.</p> <p>Show the children examples of Rangoli patterns and model making one.</p> <p>Children make their own Rangoli patterns.</p> <p>EAD-Creating with materials- Reception: *Explore, use and refine a variety of artistic effects to express their ideas and feeling.</p> <p>Pictures of the making process and quotes for books</p>	<p>Diva lamps</p> <p>Adult to show class what a diva lamp looks like and to model making one.</p> <p>Children make their own Diva lamps from clay- adults to take picture and collect quotes.</p> <p>EAD-Creating with materials- Reception: *Explore, use and refine a variety of artistic effects to express their ideas and feeling.</p> <p>Pictures of the making process and quotes for books</p>	<p>Music/P4C/ICT</p> <p>With parents Sparklers with parents/lighting diva lamps- after school?</p>
	Vocabulary and Questions:	<p>Do I celebrate Diwali? Why do/don't I celebrate Diwali? Who does celebrate Diwali?</p> <p>Diwali, Hindus, Hinduism, temple, new year, festival, celebration, light, candles, lanterns, diva lamp, fireworks, Sita, Rahma, Ravana, Lakshmi, mehndi, gifts, rangoli patterns</p>				
W/C 2	<p>UTW- History - Bonfire Night</p> <p>UTW-Past and present- Reception: *Compare and contrast characters from stories, including figures from the past.</p> <p>Linked to KS1 History: *Children should be taught events beyond living memory that are significant nationally or globally.</p>	<p>Why do we celebrate Bonfire Night?</p> <p>Learning the story of Guy Fawkes.</p>	<p>When did Guy Fawkes live?</p> <p>What can the children remember about the story of Guy Fawkes?</p> <p>(1605) Was life then the same as life now?</p> <p>What did people wear? How did people get around? Where did they buy their food? Did they have electricity? Did London look</p>	<p>What do some people do to celebrate bonfire night?</p> <p>Adults to model making firework pictures.</p> <p>Children to have a go at firework picture individually- pictures, photos and quotes to go in books.</p> <p>EAD-Creating with materials- Reception: *Explore, use and refine a variety of artistic effects to</p>		Music/P4C/ICT

			the same?	express their ideas and feeling.		
	Vocabulary and Questions:	Guy Fawkes, gunpowder plot, secret, King James, houses of parliament, blow up, explosion, fireworks, bonfire, sparklers.				
W/C 3	<p><u>UTW - Geography - Autumn</u></p> <p>UTW- The Natural World- Reception: *Explore the natural world around them. *Describe what they see, hear and feel whilst outside. *Understand the effect of changing seasons on the natural world around them.</p> <p>Linked to KS1 Science: *Observe changes across the four seasons *Observe and describe weather associated with the seasons. * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Linked to KS1 Geography: Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p><u>An Autumn walk</u> What can we see? What can we hear? What can we feel?</p> <p>Discuss what has happened/is happening to our environment during Autumn.</p> <p>Do all the trees lose their leaves- discuss evergreen trees and deciduous trees.</p> <p>Take pictures so that we can compare with future seasonal walks.</p> <p>Take pictures and quotes for books.</p>	<p><u>The weather in Autumn</u> Thinking back to yesterday, what was the weather like? Can they describe it? What kind of clothes do we have to wear in Autumn?</p> <p>Sorting clothes in to clothes we would wear in Autumn and clothes we would not and justifying our choices.</p>	<p><u>What happens to animals in Autumn?</u> Read bear snores on or similar story.</p> <p>Discuss animals starting to hibernate at this time of year.</p> <p>Who hibernates? Why do they hibernate? When do they stop hibernating? Etc.</p>	<p><u>An Autumn picture</u> Adults to model making an autumn picture. *Colour mixing (Autumn colours?) *Conker painting *Leaf rubbing *Stamping autumn trees</p> <p>Children to then have a go individually.</p> <p>Pictures, photos of the process and quotes to go in book</p> <p>EAD-Creating with materials- Reception: Explore, use and refine a variety of artistic effects to express their ideas and feeling.</p>	<u>Music/P4C/ICT</u>
	Vocabulary and Questions:	Autumn, season, change, windy, rain, darker, trees, evergreen, deciduous, leaves, falling, orange, red, purple, brown, yellow, conker, acorn, pinecone, squirrel, hedgehog, hibernate, coats, gloves, hats, scarves, wellington boots, umbrellas				
W/C 4	<p><u>UTW - Recycling</u></p> <p>UTW-The Natural world- 3&4 year olds: *Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><u>What is recycling?</u> Have a class discussion about recycling and what children already know.</p> <p>Do they do any recycling at home? Do they know of anything that is made from recycled materials?</p>	<p><u>What can happen to rubbish if we don't recycle it?</u> Watch a whale's tale- https://www.youtube.com/watch?v=xFPoIU5iiYQ</p> <p>How does this video make you feel? What can we do to stop it?</p> <p>Collect quotes for books.</p>	<p><u>How to compost</u> Discuss what happen to the fruit that we throw in the bin? Could we do anything else useful with it all?</p> <p>Jo to discuss his compost bins- go and have a look at them with him? Discuss what is compost and why is it useful.</p> <p>Start a compost bin and monitors to empty it daily.</p>	<p><u>How can we recycle at school?</u> Introduce recycling bins and monitors to take it away to the big recycling bins.</p> <p>Can we use some recycling to make something new? - Junk modelling?</p>	<u>Music/P4C/ICT</u>

				Could we do an experiment and see what happens to fruit when we leave it to decompose?		
	Vocabulary and Questions:	Recycle, compost, reuse, materials, cardboard, plastic, metal, clothes, glass, paper, environment, landfill, bin, earth, planet, waste				
W/C 5	UTW - STEM - Looking after our teeth PD- Fine Motor- Reception: *Know and talk about the different factors that support overall health and wellbeing- Tooth brushing.	What do we know about looking after our teeth? *Why do we have to look after our teeth? What would happen if we didn't? *How do we look after our teeth? What do we have to do?	Topsy and Tim go to the dentist Watch the episode of Topsy and Tim: https://www.bbc.co.uk/iplayer/episode/b04j24zi/topsy-and-tim-series-2-16-our-teeth Have you ever been to the dentist? What happened when you went?	How to brush out teeth https://www.nhs.uk/live-well/healthy-body/taking-care-of-childrens-teeth/ Discussing how to brush our teeth properly. Adult to model using a toothbrush and teeth model. Video: https://www.youtube.com/watch?v=hDZXSMU2IAk		Music/P4C/ICT
	Vocabulary and Questions:	Dentist, dental nurse, teeth, tooth, jaw, mouth, toothbrush, toothpaste, brush, clean, hygienic, chair, x-ray, mouth rinse, mirror, light				
W/C 6	UTW- RE - Christmas UTW-People, culture and communities- Reception: *Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways. Can we organise a trip to a church?	Introducing Christmas Let's celebrate on CBeebies. Does Christmas seem similar to anything else we celebrate? (Eid/Diwali, etc?) Discussing the church- do we go anywhere similar? (Temple/Mosque?) Discussing who a priest is- do we know of anyone similar? (Imam/vicar/pujari?) Collecting quotes about what the children celebrate and how they celebrate.	The Christmas Story Tell the Christmas story to the class and have a class discussion about it. Adults could model a story map of the story. Children to have a go at a story-map for books.	Advent calendars https://www.bbc.co.uk/newsround/42182268#:~:text=Advent%20is%20an%20important%20part,about%20preparing%20for%20Christmas%20Day. Advent power point to also support with this. Adults to model making an advent calendar. EAD-Creating with materials- Reception: *Explore, use and refine a variety of artistic effects to express their ideas and feeling. Children to have a go at making their own advent calendar- pictures of the process and quotes to go in books.	Making Christmas Cards Adults to model making one and then children to make individually. Card ideas in the teaching resources folder. EAD-Creating with materials- Reception: *Explore, use and refine a variety of artistic effects to express their ideas and feeling.	Music/P4C/ICT

W/C 7	<u>Christmas shows?</u>	<u>Do we all celebrate Christmas?</u> Discussing what we celebrate. Why don't all of us celebrate Christmas? Do we celebrate anything else instead? Is there a reason we don't all celebrate the same things?	<u>Christmas cooking</u> Some recipes in the teaching resources folder.	<u>Christmas decorations</u> Adults to model making a salt-dough Christmas tree decoration. Children to then have a go. Recipe in the teaching resources folder. <u>EAD-Creating with materials- Reception:</u> *Explore, use and refine a variety of artistic effects to express their ideas and feeling.	<u>Christmas singing</u> Singing Christmas songs/carols as a class. <u>EAD - Being imaginative and expressive – Reception</u> * Sing in a group or on their own, increasingly matching the pitch and following the melody.	<u>Music/P4C/ICT</u>
W/C 8						
	Vocabulary and Questions:	Christmas, Jesus, Mary, Joseph, God, Bethlehem, shepherds, wise men, Angel Gabrielle, Star, Donkey, Innkeeper, stable, manger, church Christmas tree, Father Christmas, Santa, presents, gifts, chimney, stockings, celebrate, decorations, lights, tinsel, wreath, cards, turkey, crackers, mince pies, Christmas pudding, holly				

Spring 1- People who help us (6weeks)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Parental engagement						
Text	On the way home by Jill Murphy Little Red Riding Hood					
Other stories to read during the topic	Lost and Found, Jabari jumps, Little red riding hood – Iari don, Lulu loves the library, Mr Rabbit and the lovely present, To market! To market!					
Phonics and sight words	<p>Phase 2 phonics daily (1 sound a day Mon-Thur, revise Fri) Practice sight words every day- (second set of 20) 3 going home each week Phonics table in the classroom- letter of the day displayed and activities available Assessment- see phonics action plan</p> <p>Literacy - Children in Reception – Word reading *Read individual letters by saying the sounds for them. *Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. *Read a few common exception words matched to the school’s phonic programme.</p>					
Literacy Reading and writing	<p>Shared reading- 2x week Literacy - Children in Reception – Word reading *Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Guided reading- 1x week Literacy - Children in Reception – Word reading *Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Guided writing- 1x week Literacy – Children in Reception - Writing *Form lower-case and capital letters correctly.</p> <p>Shared Writing- x3 Adults will model Literacy – Children in Reception -Writing *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with known letter– sound correspondences using a capital letter and full stop.</p> <p>Comprehension *Re-read what they have written to check that it makes sense.</p> <p>Reading carousel- 5x week</p>					
Handwriting	<p>See timeline Practicing letter handwriting in groups of 6, Adult modelling the correct letter formation, Focusing on- writing on the line, correct letter formation, knowing the initial sound of words</p> <p>Literacy – Children in Reception- Writing *Form lower-case and capital letters correctly.</p> <p>PD - Children in Reception - Fine motor skills *Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>					

Storytelling 3x week	Hear it, map it, step it Hear it- read/recite the story to the children. Use actions to help them remember key words/events Map it- The adult models making a class story map, encouraging the pupils to help think of the main events. Step it- Model to the children using the class map to step the story. As you step you only say one word or phrase for each event. Literacy books: Handwriting j, y Class story map in the writing area for pupils to see CL - Children in Reception - Speaking *Listen to and talk about stories to build familiarity and understanding.	Retelling As a class chorally tell the story using the class story map. Children to practice retelling the story to their talk partners Literacy books: Handwriting g, q CL - Children in Reception - Speaking *Describe events in some detail	Digging deeper Adult to model describing the characters in the story, pupils to help come up with words to describe how they look/feel/act etc. Literacy books: Handwriting b, p, k Examples of descriptions to go up in the writing area CL - Children in Reception – Listening, Attention and Understanding *Learn new vocabulary	Digging deeper Adult to model describing the setting of the story, pupils to help come up with words to describe how it. Literacy books: Handwriting v, s, r Examples of descriptions to go up in the writing area CL - Children in Reception – Listening, Attention and Understanding *Learn new vocabulary	Plot Matrix As a class change the characters, the setting and events. The children can discuss what they want to have in the story with their talk partner. Take suggestions using lolly sticks and then have a class vote to decide on the new characters etc. Literacy books: Handwriting f, z, x Plot matrix to go up in the writing area CL Children in Reception- Speaking *Articulate their ideas and thoughts in well formed sentences.	Writing the new story Using the plot matrix or the updated story map, model writing the start, middle and end of the story. Model using capital letters, finger spaces, full stops and what to do when you run out of space at the end of a line. Also model how to sound out a word and write it down and what to do when we want to write a sight word. Literacy books: Handwriting- look at what each child needs to practice New story example to go up in the writing area Adult to model Literacy – Children in Reception - Writing *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with known letter– sound correspondences using a capital letter and full stop. Comprehension *Re-read what they have written to check that it makes sense.
	Maths	White rose				
Role play	Police station	Chinese restaurant	Hospital/doctors surgery			
EAD- Being imaginative and expressive- Reception Develop storylines in their pretend play.						
PD	PE with Frankie?					
Visits/visitors	Tricia Reynolds (Met Police) - 020 8 721 2806 Tricia.Reynolds@met.police.uk Luis Araujo (Poplar fire station) - luis.araujo@london-fire.gov.uk Walking to the post box to post our letters					

		Monday	Tuesday	Wednesday	Thursday	Friday
W/C 1	<p><u>Online safety</u></p> <p>PD-Fine Motor- Reception: Know and talk about the different factors that support their overall health and wellbeing: - Regular physical activity - Healthy eating - Tooth brushing - Sensible amounts of 'screen time' - Having a good sleep routine - Being a safe pedestrian</p>			<p><u>Online safety</u></p> <p>Talk about what devices the children use at home e.g. a phone, tablet, laptop</p> <p>Explain that when we are using these devices, we must stay safe.</p> <p>Watch Jessie and friends Ep1 and have a class discussion about it.</p>	<p><u>Online safety</u></p> <p>Discuss how much time we should be using the devices for. Also talk about when we should use the devices e.g. not just before bedtime.</p> <p>Watch Jessie and friends Ep2 and have a class discussion about it.</p>	Music/P4C/ICT
	Vocabulary and Questions:	iPad, computer, phone, tablet, screen, online, safety, camera, photograph				
W/C 2	<p><u>UTW- Geog- Winter</u></p> <p>UTW- The natural world- Reception *Explore the natural world around them. * Describe what they see, hear and feel whilst outside. * Understand the effect of changing seasons on the natural world around them.</p> <p>UTW- The natural world- ELG Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Linked to KS1 Science: *Observe changes across the four seasons *Observe and describe weather associated with the seasons</p> <p>Linked to KS1 Geography: Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p><u>Winter walk</u></p> <p>Take the children outside for a winter walk. What can we see? What can we hear? What can we feel?</p> <p>Discuss things that you see- what has happened to all the trees? Refer to the autumn walk- what has changed? Is there much wildlife about? Why?</p> <p>Take pictures so the children can compare autumn to winter.</p> <p>Take pictures of the winter walk- put these in special books along with children's quotes</p>	<p><u>Weather in winter</u></p> <p>What weather do we get in winter? How is it different from other seasons?</p> <p>How did it feel to be outside on our walk yesterday? What did we have to wear?</p> <p><u>Making snowflakes</u> Discuss that sometimes in winter it snows- model making a snowflake and allow the children to have a go in free flow.</p> <p>EAD – Creating with materials - Reception *Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><u>Growing in winter</u></p> <p>Does anything grow in our edible garden during the winter?</p> <p>Discussion with Joe to find out. If nothing grows- why not? Is there anything we could make from the things that do grow?</p>	<p><u>Animals that like the cold</u></p> <p>When we went on our winter walk, did we see much wildlife? Why not?</p> <p>Are there any animals that live in very cold places? Use the map to find the cold places of the world. What would we need if we lived in one of the very cold places?</p> <p>UTW – The natural world - Reception Recognise some environments that are different to the one in which they live</p>	Music/P4C/ICT
	Vocabulary and Questions:	Snow, snowflakes, snowman, snow balls, ice, icicles Cold, shiver, freezing, hat, scarf, gloves, coat, boots Penguin, arctic fox, arctic hare, polar bear, seal				

W/C 3	<u>People who help us</u>	<p><u>Who helps us?</u> What do we know about people who help us? Who in the community helps us- what do they do?</p> <p>PWHU PowerPoint and game to support.</p>	<p><u>Uniforms</u> Do people who help us wear uniforms? Why? Have a class discussion about why people who help us wear uniforms. What would happen if they didn't wear uniform?</p> <p><u>Designing badges</u> What kind of badge would you like to design? What shape? How will people know who you are?</p> <p>EAD – Creating with materials - Reception *Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Children to make their own badges pictures to go in books</p>	<p><u>How can we help?</u> How can we help people at home and at school?</p> <p>PSED-Building relationships- Reception *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others. *Think about the perspective of other.</p>	<p><u>What I want to be when I am older</u> Have a class discussion about what types of thing we could do when we grow up.</p> <p>Ask each child what they would like to be individually- make a display of their answers. Pictures and quotes for books.</p>	Music/P4C/ICT
	Vocabulary and Questions:	<p>Police officer, fire fighter, doctor, nurse, paramedic, dentist, vet, teacher, postal worker, builder, caretaker, bus driver, supermarket workers, mechanic, lifeguard, librarian, refuse worker Help, care, save, look after, support</p>				
W/C 4	<u>Trips and visits</u>	<p>Tricia Reynolds (Met Police) - 020 8 721 2806 Tricia.Reynolds@met.police.uk</p> <p>Luis Araujo (Poplar fire station) - luis.araujo@london-fire.gov.uk</p> <p>Oral health contact - michelle.tingco@nhs.net</p> <p>Walking to the post office to see how we post letters</p>				Music/P4C/ICT
W/C 5	<p><u>UTW- RE- Chinese New Year</u></p> <p>UTW- people, culture and community- Reception Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>UTW-The natural world- Reception Recognise some</p>	<p><u>Learning about Chinese New Year</u> Using the Let's celebrate videos on CBeebies to introduce Chinese New Year.</p> <p>Do we celebrate CNY? Why do/don't we celebrate CNY?</p> <p>Is CNY similar to</p>	<p><u>The story of Chinese New Year</u> Read and discuss the story of the CNY.</p>	<p><u>Chinese New Year</u> Chinese writing/Painting our own Chinese dragons.</p> <p>Adult to model and then children to have a go individually.</p> <p>Children to have a - a copy to go in their books.</p>	<p><u>Cooking and tasting Chinese food.</u></p> <p>Adults to cook with the children and discuss the processes that take place. Children to taste the food afterwards.</p> <p>(Spring rolls/noodles/rice</p>	Music/P4C/ICT

	similarities and differences between life in this country and life in other countries.	anything we celebrate with our families? How are they similar?			<p>/prawn crackers/fortune cookies)</p> <p>Pictures and quotes to go into books</p> <p>UTW- The natural world- ELG Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>PD-FMS- Reception Develop their small motor skills so they can use a range of tools competently, safely and confidently.</p>	
	Vocabulary and Questions:	<p>New Year, celebrate, festival, decorate, dance, dragon, lion, zodiac, money envelopes, lanterns, fireworks</p> <p>Monkey, rooster, ox, dog, sheep, pig, rabbit, horse, snake, rat, tiger, boar, cat, goat, emperor</p>				
W/C 6	<p>STEM- Materials</p> <p>UTW- The natural world- 3& 4 year olds Talk about the differences between materials and changes they notice.</p> <p>UTW- The natural world- ELG Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Linked to KS1 science: Identify everyday materials</p>	<p>Learning about materials</p> <p>A letter from Fireman Sam has arrived- he has a problem, whenever he uses the hose to put out fires his hands get wet. Can we help him solve this problem? What could Sam use to stop his hands getting wet? - what material would be best? Make predictions as a class.</p> <p>Pictures to go in books with quotes at the end of the process.</p>	<p>How to make the gloves</p> <p>Ask the class how we are going to make the gloves with the different materials. What does the glove need to do e.g. fit properly, cover the whole hand etc. Ask the children to go and make the gloves with the materials they suggested yesterday.</p>	<p>The experiment</p> <p>Have a bowl of water/water tray and the types of gloves. Ask the children to remind you what material they thought would be best and why.</p> <p>Test out the gloves and see what happens to them.</p> <p>Ask the children to explain which glove was best and why.</p>	<p>Cooking</p> <p>With the children cook something that will obviously change state when changing from raw to cooked e.g *Pasta goes from hard to soft. *Cakes and biscuits go from lots of ingredients to dough to a solid form. *Eggs to omelette. *Cheese melts</p> <p>When cooking with the children talk about what they think will happen to the food and why they think that.</p> <p>Pictures to go in books with quotes</p>	Music/P4C/ICT
	Vocabulary and Questions:	Materials, change, plastic, paper, metal, wood, stone, glass, fabric, ceramic				

Continuous provision ideas:

EAD-Creating with materials- Reception

*Explore, use and refine a variety of artistic effects to express their ideas and feelings.

*Return to and build on their previous learning, refining ideas and developing their ability to represent them.

*Create collaboratively sharing ideas, resources and skills.

- **Drawing/painting PWHU** - Thinking about who we would like to draw/paint and discussing what they do for us.
- **Making emergency vehicles** e.g. police car, fire engine, ambulance etc
- **Making PWHU gadgets** walkie talkies, handcuffs, hose etc
- **Syringe art** Putting paper in a bowl, filling syringes with paint and squeezing onto the paper to see how the colours mix.