



**Reception Medium Term planning  
2021 - 2022**

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

It's good to be me!			
<b><u>PSED</u></b> <b>Settling in</b> Demonstrate friendly behaviour Joining in with whole group activities Choosing activities independently Turn taking Managing toileting needs Discuss class rules and why we need them Being able to wait for needs to be met	<b><u>PD</u></b> <b>PE - Body Management</b> Explore balance and managing own body including manipulating small objects. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command. <b>Gross Motor –</b> Use climbing equipment safely and competently. Negotiate space effectively <b>Fine Motor-</b> Begin to use a dominant hand Begin to form recognisable letters. Begin to use scissors effectively. <b>Independently –</b> To attend to toileting needs To wash hands independently. Begin to use a knife and fork.	<b><u>Expressive arts</u></b> Perform songs Respond to music Sensory exploration of a range of media. Understanding what different tools are used for. Understanding how to make marks. Independently accessing and using creative (ART) equipment.  Paper plate collage faces Box modelling homes Art classroom etiquette (eg cleaning brushes, aprons, moving around the room etc). Explore art and craft area Safe use of tools and materials. Self portrait Drawing family members Cutting and joining focus  <b>Music – Charanga</b> Listening and responding to different styles of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising, share and perform.	<b><u>Literacy</u></b> The Tiger Who Came to Tea The Bear Hunt The Gruffalo  Baseline assessments Book corner Visits to the library Daily story time Phonics Environmental sounds Identifying sounds on a sound mat Listen to familiar stories and rhymes  Baseline Assessments Writing area Children self registering Name writing Colouring Mark making opportunities Talking about marks they make Pencil control
<b><u>CLL</u></b> Baseline assessments Daily singing Daily story time Talking about themselves and others Talk about stories Communicate needs to others			
<b><u>Understanding the world</u></b> My Family, Local area, Homes <b>Reception Re: Unit 1 Myself</b> Talk about how they have changed since a baby Talk about changes in the environment Celebrate classroom diversity	<b><u>Mathematics</u></b> <b>Baseline: Getting to know your learners</b> Match, Sort, Compare Explore Pattern 1,2,3,4,5 One more, one less Compare shapes Night/Day time		

Autumn 1	Focus of the week	Activities	Learning Objectives	Vocabulary
6.9.21	<i>The Tiger who Came to Tea</i>	<p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>Name recognition</li> <li>Introduce self-registering</li> <li>Self portrait – introduce paints, brushes, paper and how to tidy.</li> <li>Favourite foods – share/draw/make a plate?</li> <li>Sing some familiar songs and rhymes.</li> </ul> <p><b>Classroom routines</b></p> <ul style="list-style-type: none"> <li>Key times of day (Maths)</li> <li>Class routines (Maths)</li> <li>Behaviour expectations</li> <li>Hand washing</li> <li>Find way around the classroom – toilets, resources, etc</li> <li>Learn the names of the adults</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Exploring provision inside and out.</li> <li>Where do things belong?</li> <li>Positional language.</li> <li>Counting – through play and songs</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>Explore the bikes and outdoor equipment</li> </ul>	<p>Can I say my name?  Can I recognise my written name?  Can I talk about myself?  Can I use marks to represent myself?  Can I use art tools appropriately?  Can I hold a pencil?</p> <p>Can I understand some basic rules?  Can I find toys in the classroom?  Can I wash my hands independently?  Can I use the toilet?  Can I tidy away after myself?</p> <p>Can I count within songs?  Can I share my favourite songs?  Can I find out about a new environment?</p> <p>Can I explore climbing and travelling?</p>	<p>School  Name  Me  You  Inside  Outside</p> <p>Plus names of adults</p>
13.9.21	<i>The Tiger who Came to Tea</i>	<p><b>Who lives in my home?</b></p> <ul style="list-style-type: none"> <li>Name writing</li> <li>Naming family members</li> <li>Describing our house</li> <li>Build model of house with junk</li> <li>Role play area – modelling play indoors and out.</li> </ul>	<p>Can I attempt to write my name?  Can I name my family members?  Can I write my name?  Can I use words to describe?  Can I create a model?  Can I respect my classroom?</p> <p>Can I understand some basic rules?</p>	<p>House  Home  Family  Mum / Mummy  Dad / Daddy  Grandad/Grandpa  Nanny/Grandma  Brother</p>

		<p><b>Classroom routines</b></p> <ul style="list-style-type: none"> <li>• Key times of day (Maths)</li> <li>• Class routines (Maths)</li> <li>• Behaviour expectations - reinforce</li> <li>• Class rules - write</li> <li>• Tidying different areas – focus on one or two areas a day.</li> <li>• Turn taking circle time (pass a smile, ball rolling games, listening games etc)</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Exploring provision inside and out.</li> <li>• Where do things belong?</li> <li>• Positional language.</li> <li>• Counting – through play and songs</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Explore the bikes and outdoor equipment</li> </ul>	<p>Can I find toys in the classroom?  Can I wash my hands independently?  Can I use the toilet?  Can I tidy away after myself?</p> <p>Can I count within songs?  Can I share my favourite songs?  Can I find out about a new environment?  Can I listen for my name?  Can I share and take turns?</p> <p>Can I explore climbing and travelling?</p>	<p>Sister  Baby</p>
20.9.21	Monkey Puzzle	<p><b>How are we the same and how are we different?</b></p> <ul style="list-style-type: none"> <li>• <b>RE</b> – Celebrate classroom diversity</li> <li>• Which languages do we speak?</li> <li>• Hair colour, skin colour, eye colour</li> <li>• Different families</li> </ul> <p><b>Classroom routines</b></p> <ul style="list-style-type: none"> <li>• Focus on tidying and respecting our classroom.</li> <li>• Focus on friendly behaviour – sharing and turn-taking.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Matching – same/different</li> <li>• Snap cards/jigsaws</li> <li>• Compare bears -match to yours</li> <li>• Different sized lids – match</li> </ul>	<p>Can I find ways we are the same?  Can I find ways we are different / unique?  Can I describe myself?  Can I describe a friend?</p> <p>Can I tidy the classroom?  Can I follow the class rules?  Can I share a toy?  Can I take turns?</p> <p>Can I match objects?  Can I say which objects are the same?</p>	<p>Same  Different  Hair  Eyes  Skin  Share  Wait  Kind hands  Take turns</p>

		<ul style="list-style-type: none"> <li>• Matching shapes (numcon) find a shape that matches mine</li> <li>• Build towers that match- Higher/lower/same</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• See stp.</li> <li>• Focus on safe use of the outdoor equipment and the outdoor space when moving freely.</li> </ul> <p><b>BEGIN PHONICS Set 1 RWI</b></p> <p><b>BASELINES</b></p>		
27.9.21	Gruffalo	<p><b>Exploring and learning stories</b></p> <ul style="list-style-type: none"> <li>• Learn the story of The Gruffalo really well</li> <li>• How does the Gruffalo trick the mouse?</li> <li>• Complete the line from the story – familiar refrains</li> <li>• Discuss meal times at home and at school.</li> <li>• Draw pictures to represent the story</li> <li>• Purple prickles – fork printing</li> <li>• Explore and name colours (orange eyes, black tongue, purple prickles, etc)</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Sorting colour, size, shape, same different</li> <li>• Number blocks Season 1 ep 10</li> <li>• The button box – read.</li> <li>• Sort buttons from a box</li> <li>• Add buttons to a set, can children identify rule?</li> </ul>	<p>Can I listen to a story?          Can I think about a story?          Can I repeat familiar refrains?          Can I name familiar foods?          Can I share my own experiences?          Can I draw pictures to respond to a story?          Can I name and match colours?          Can I use objects to make marks with paint?</p> <p>Can I sort in different ways?          Can I recognise some numerals?          Can I find the odd one out?          Can I count within ten?</p>	<p>Gruffalo          Mouse          Fox          Snake          Owl          Tea          Lunch          Feast          Orange          Black          Purple</p>





		<p><b>PD/PSED</b></p> <ul style="list-style-type: none"> <li>Using the wellington boots and rain coats independently.</li> <li>Dressing for rain and mud.</li> <li>Inside and outside behaviour</li> </ul> <p><b>PHONICS Set 1 RWI</b></p> <p><b>BASELINES</b></p>		
18.10.21	Bear Hunt	<p><b>Explore and respond to the story</b></p> <ul style="list-style-type: none"> <li>Bear hunt in Woodland Walk</li> <li>Retell the story, using gesture and actions</li> <li>Create own obstacle course or hunt</li> <li>Make a grassy field (cutting/tearing/joining)</li> <li>Explore textures</li> <li>Collect natural materials eg round leaf, pointy leaf (maths link)</li> </ul> <p><b>RE</b> – follow STP – How have I changed since I was a baby?</p> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Exploring pattern</li> <li>Make simple patterns</li> <li>Making simple patterns Exploring more complex patterns SERIES 3 EP 8 17</li> <li>Continue, copy, create simple repeating patterns eg shapes, colours, size, actions, sounds.</li> <li>AB patterns eg hands up, down, up down, head shoulders, head shoulders, in out in out, red, green red, green</li> <li>Long brick, short brick, numicon, pegboards</li> </ul>	<p>Can I explore my school environment? Can I retell a story? Can I use actions to tell a story? Can I describe texture? Can I tear and cut paper? Can I use joining materials? Can I describe objects found in the natural environment?</p> <p>Can I spot and describe patterns? Can I make a pattern?</p> <p>Can I jump and land safely? Can I balance? Can I move my body in a range of ways?</p>	Pattern Rhythm

		<ul style="list-style-type: none"> <li>• Notice patterns in language, eg stumble trip, stumble trip etc</li> <li>• Musical instruments – patterns and rhythms</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Jumping and landing safely.</li> <li>• Obstacle courses</li> </ul> <p><b>PHONICS Set 1 RWI</b></p> <p><b>BASELINES</b></p>		
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