

Reception Medium Term Planning 2025

AUTUMN TERM 2

Let's celebrate

Our Topic 'Hooks' and 'Wow' days this half term include:

- ☺ Diwali Community visit
- ☺ Nature Detectives in the school nature garden
- ☺ Nature school
- ☺ Reception Christmas performance
- ☺ Pantomime



Prime Area:
Personal, Social and Emotional Development



Jigsaw Unit 2: Celebrating Difference

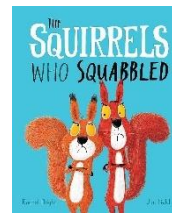
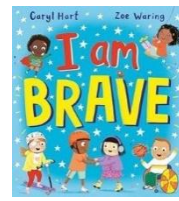
- What am I good at?
- I'm special, I'm me!
- Families
- Houses and homes
- Making friends
- Standing up for yourself


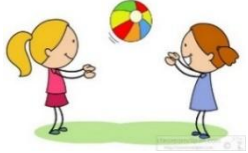


Can show concern for others and show awareness of how their actions may impact on others.




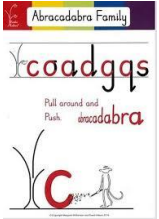
Talk with others to solve conflicts.

Can identify how they are feeling

Beginning to express their feelings and consider the perspectives of others.



<p>Prime Area: Communication and Language</p> 	<p>Engage in stories that are new and familiar, making relevant comments about the story.</p> <p>Can use social phrases to communicate their needs such as "Can you help me please?"</p> <p>Can hold a conversation with others by responding with a comment or question to continue a conversation.</p> <p>Use simple conjunctions such as 'and' 'because' when talking in sentences to link thoughts and ideas.</p> <p>Retell a simple event e.g. I went to the park and I went on the swing'</p> <p>Recognise words that rhyme or sound similar E.g., "cat and hat".</p>
<p>Prime Area: Physical Development</p> 	<p>Use writing implements draw shapes and taught letters</p> <p>Is using some form of tripod grip (3 friends hold)</p> <p>Use a secure grip when using different tools e.g. paintbrush, spatula</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing,</p> <p>Can complete basic movements that show co-ordination</p>
<p>Specific Area: Literacy: Reading</p> 	 <p>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured such as describing the main story settings, events and principal characters.</p> <p>Suggest how the story might end.</p> <p>Recognise familiar words and signs such as own name and advertising logos.</p> <p>Know information can be relayed in the form of print</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom</p>

	<p>Understanding book language e.g. front cover, title, Talk about events and characters in a story read to me. Join in with rhymes and stories. Fill in missing words from well-known rhymes</p>
<p>Story Club</p> 	<p>Developing literacy skills using Supersonic Phonics and Kinetic Letters handwriting to create imaginative drawings and build CVC words</p> <ul style="list-style-type: none"> • Recognise and blend sounds to read and build CVC words (consonant-vowel-consonant e.g. "cat" or "dog") • Strengthen fine motor skills and letter formation. • Use their imagination to create drawings <p>Key Texts</p> 
<p>Specific Area: Literacy: Writing</p> 	<p>Recognising the difference between writing and drawing. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Write own name forming the letters correctly. Orally compose a sentence and hold it in memory before attempting to write it. Hear the start, end and medial sound in words and record these</p>
<p>Specific Area: Literacy: Handwriting</p> 	<p>Abacadabra Family – c o a d g s Window Cleaner Family – l t i u Squirter and Fisher Family - j y f Slider Family – v w x z k</p>

Specific Area:

Literacy:
Phonics



Supersonic Phonic Friends

Basics 2 groups 1 - 6 Groups 1-2 s a t p i n m d

Group 3 g o c k

Group 4 ck e u r

Group 5 h b f l

Group 6 ff ll ss

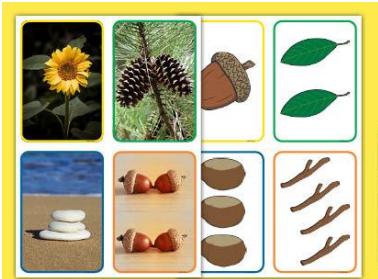
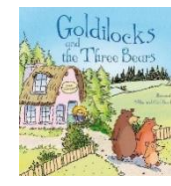
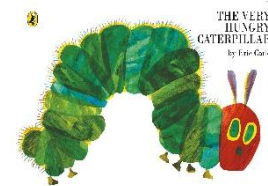
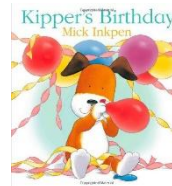
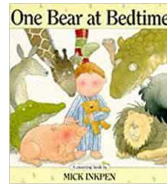
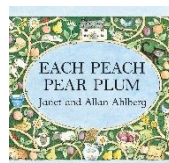
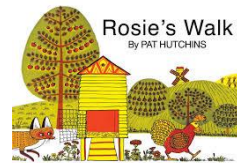
Securing The Basics 2		Tricky Words
CVC		
Group 1	s a t p	N/A
Group 2	i n m d	I is
Group 3	g o c k	the to
Group 4	ck e u r	go no
Group 5	h b f l	has his as
Group 6	ll ff ss	of into

Basics 2 Tricky words: I is to the no go has his as of into

Blend with known letters for reading VC words e.g. on, at, in and CVC words e.g. cat, dog, sun, pen, wig.

Specific Area

Mathematics: Number



Representing, comparing and the composition of numbers 1 - 5

Subitising to 5 (recognising a number of objects without counting)

1:1 correspondence to 5

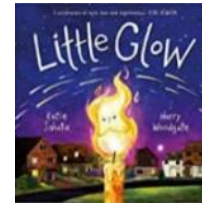
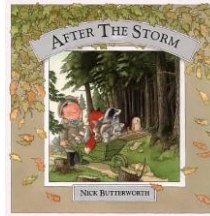
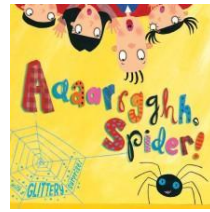
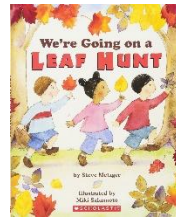
Knows names of shapes: circle, triangle, square and the number of sides each shape has

Can look at two groups and say which has more or less, or if they both have the same

Can identify things that are: longer, shorter, smaller, empty, full

Use positional language e.g. top, middle, bottom, inside, between

Specific Area:
Understanding the world:
People & Communities
and
The World



To comment and asks questions about aspects of their familiar world such as the place where they live or the natural world

To develop an understanding of what makes them unique and to be able to talk about the similarities and differences in relation to their friends and family.

To recognise that people have different beliefs and celebrate in different ways

Developing an understanding of the world around them.

Locate and name different parts of the school

To investigate nocturnal animals and their habitats.

To explore seasonal changes with the focus on autumn.

Specific Area:
Expressive Arts and Design:
Exploring and using media and materials



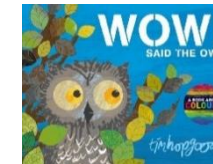
Creating pictures, patterns and designs using natural materials




Exploring colour mixing using primary colours

Exploring sculptures using a range of materials both natural and man-made

Pattern and shape in natural resources

Artist – Andy Goldsworthy (outdoor natural art)



<p>Specific Area: Expressive Arts and Design: <i>Being imaginative</i></p> 	<p>Creating simple representations of events, people and objects</p> <p>Using available resources to create props to support role-play</p> <p>Engaging in a variety of Christmas themed arts and crafts</p> <p>All the children will have the opportunity to perform in the Nativity.</p>
<p>Religious Education</p> 	<p>Christmas</p> <p>Key Question: What is Christmas?</p> <p>We will explore giving presents and saying thank you as well as learning about the Christmas story as a Christian celebration.</p> <p>We will be incorporating the British Values of mutual respect and tolerance of those of different faiths and beliefs</p>
<p>Nature School</p> 	<p>We will explore the Nature School area.</p> <p>We will work as a team to build dens and shelters.</p> <p>We will find, classify and identify bugs.</p> <p>We will learn to use tools safely.</p>