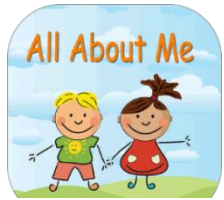


Reception Medium Term Planning

AUTUMN TERM 1 2025



Autumn 1. Who am I?

- Visit from a mummy & baby



Prime Area:
Personal, Social and Emotional Development



Getting to know their teachers and children in their class, as well as the children in other classes.

Developing an understanding of the class routines, and the school values

Be Kind, Be Safe, Be Respectful, Be Successful

Working and playing together sharing resources and equipment.

Develop their sense of responsibility and membership of a community.

Can independently organise themselves in the morning e.g. hang up their coats, put their fruit, water and book bags in the correct box.

Prime Area:
Communication and Language



Listening to others on a one to one basis both in small groups and as a whole class.

Listening to and engaging in stories as part of a class.

Joining in with repeated refrains in familiar and well-known stories.

Begin to use social phrases such as "good morning"

Can use the pronoun 'I' when talking about themselves.

Can answer a simple 'why' question.

Can communicate their needs and ideas by speaking in a short sentence e.g., "I want to play with the cars."

Prime Area:
Physical



Development

Safely moving around the classroom environment.

Learning how to Line up.

Using large equipment in the outdoor learning environment to develop large muscle control and core strength through climbing and balancing

Learning how to use the equipment in school safely

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Developing body strength and making bodies stronger – teaching the five named animal positions to align joints, so that muscles and ligaments can work together to build strength and stability.



Penguin



Meerkat



Bear



Stone Lion



Lizard

Penguin position

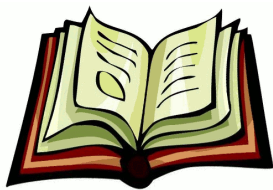
Meerkat position

Bear position

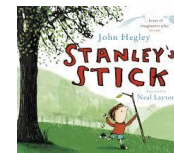
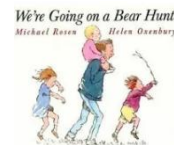
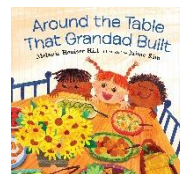
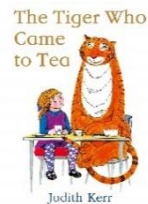
Stone Lion position

Lizard position

Specific Area:
Literacy: Reading



Key Texts:


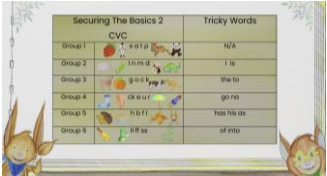


Enjoy rhyming and rhythmic activities.

Show awareness of rhyme and alliteration.

Recognise rhythm in spoken words.

Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.

	<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>Show interest in illustrations and print in books and print in the environment.</p> <p>Recognise familiar words and signs such as own name and advertising logos. Looks at books independently.</p> <p>Handle books carefully.</p> <p>Hold books the correct way up and turn pages.</p> <p>Understand that print has meaning, it has different purposes and in English can read from left to right.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>
<p>Specific Area: Literacy: Writing</p> 	<p>Mark making using a variety of tools such as sticks, brushes, chinks, crayons, pencils, felt-pens</p> <p>Developing forearm and wrist strength</p> <p>Developing hand and finger strength and dexterity</p> <p>Giving meaning to the marks they make e.g. "this says my mummy"</p> <p>Writing their own name using correct lower case letters</p>
<p>Specific Area: Literacy: Phonics</p> 	<p>(Supersonic phonics firm foundations)</p> <p>General sound discrimination – environmental sounds instrumental sounds body percussion rhythm and rhyme alliteration voice sounds oral blending and segmenting</p>

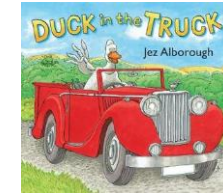
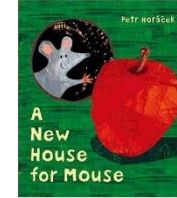
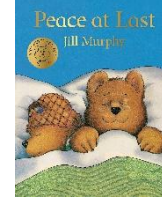
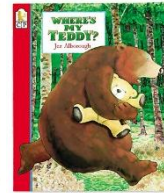
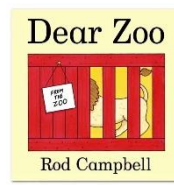
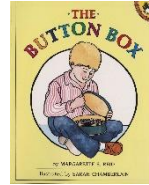
Supersonic Phonics – Basics 2 single letter sounds
s a t p i n m d g o c k

Recognise common exception words (tricky words) I is the to go no

**Specific Area
Mathematics:**



Key texts:



Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Sorting and matching objects into groups according to colour, size, shape.

Comparing amounts

Make comparisons between objects relating to size, length, weight and capacity.

Using the language of big/little; large/small, short/tall, tallest/shortest.

Exploring and making patterns, e.g stripes on clothes, designs on rugs and wallpaper.

Use informal language like 'pointy', 'spotty', 'blobs' etc.

Specific Area:
**Understanding the world:
People and communities
And
The World**

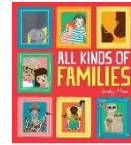
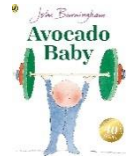
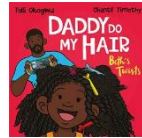
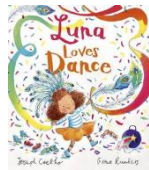


Begin to make sense of their own life-story and family's history.

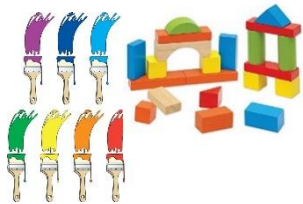
Celebrating the uniqueness of 'me' and how I have grown and changed over the years

Celebrating our families, similarities and differences

Exploring the natural world within the school grounds such as the outdoor learning spaces, the playground and the nature garden etc.



Specific Area:
Expressive Art and Design:



Take part in simple pretend play, using an object to represent something else even though they are not similar.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings

Create their own songs or improvise a song around one they know.

Develop an understanding of pitch and how to follow a melody.

Learn about the artist Arcimboldi.

Religious Education



Special people

Exploring family, friends and role models.

Incorporating the British Values of mutual respect, individual liberty and tolerance of those of different faiths and beliefs.