





Medium Term Planning Template

Term: Autumn 1

Year: Reception

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

Curriculum Drivers	
<p>Use of technology</p> 	<p>The Natural World</p> 
<p>Diversity</p> 	<p>Values Health and Well-being</p> 
<p>Topic Name: Autumn 1 Settling in, All About Me, People I know</p>	
<p>Key Question: Can you tell us about your family?</p>	
English	Maths
<p>Baseline- Name recognition and writing, recognition of logos/ environmental print, phonic recognition, pencil grip, early mark making, hearing sounds, listening and joining in with familiar stories, talking about a book (holding the right way, setting, character, sequence). Early reading skills if relevant.</p> <p>EY Outcomes Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places <p>Reading 30-50 mths Enjoys rhyming and rhythmic activities Listens to and joins in with stories in 1:1 groups Joins in with repeated refrains</p> <p>Listens to stories with increasing attention and recall Looks at books independently and handles books correctly. Knows information relayed in print How are stories structured. Knows information can be retrieved in books.</p> <p>Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name Attempts initial sounds for labels/ lists</p>	<p>Baseline- number recognition, 1:1 correspondence, shape, recognition, counting, ordering number, maths vocabulary long/ short, heavy/ light. Positional language.</p> <p>EY Outcomes</p> <ul style="list-style-type: none"> • Sometimes matches numeral and quantity correctly. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5 or beyond • Counts up to three or four objects by saying one number name for each item.

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Science (Understanding the World)	History (Understanding the World)
30-50 mths <ul style="list-style-type: none"> To talk about some of the things they have observed, such as plants, animals, natural and found objects. To develop an understanding of growth, decay and changes over time. 	Know the chronology of their own lives (baby, walking, school) 30-50 mths <ul style="list-style-type: none"> Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. 40-60 mths <ul style="list-style-type: none"> Enjoys joining in with family customs and routines Sequencing events from our lives
Geography (Understanding the World)	PSHCE (PSED)
30-50 mths <ul style="list-style-type: none"> Shows interest in different occupations and ways of life Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. Talk about where they live- maps of route to school	<ul style="list-style-type: none"> Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. Help set up class rules Bucket fillers be kind, be curious, be ambitious Enjoys responsibility of carrying out small tasks Be aware of expectations and boundaries.
RE (Understanding the World)	PE (Physical Development)
<ul style="list-style-type: none"> Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. 	Move in a controlled way with coordination. 30-50 mths <ul style="list-style-type: none"> Moves freely in a range of ways Mounts stairs and steps using alternative feet. Negotiates space Can catch a large ball Can stand momentarily on one foot when shown. 40-60 mths <ul style="list-style-type: none"> Experiments with different ways of moving Jumps off an object and lands appropriately Negotiates space successfully when playing racing and chasing games. Adjusts speed or changes direction to avoid obstacles Fine motor 30-50 mths <ul style="list-style-type: none"> Draws lines and circles. Use one handed tools and equipment Pencil grip assessment

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	<ul style="list-style-type: none"> Makes marke (may be letter shapes) <p>40-60 mths</p> <ul style="list-style-type: none"> Preference for dominant hand Anticlockwise movement and retrace vertical lines Begins to form recognisable letters Pencil grip correct
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Art and Music (Expressive Arts and Design)	Design Technology (Expressive Arts and Design)
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques. EY Outcomes Explores colour and how colours can be changed Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects Singing familiar songs and rhymes , transition songs. Explores what happens when they mix colours. Experiments to create different textures. 	<ul style="list-style-type: none"> To construct with a purpose in mind, using a variety of resources. Uses various construction materials Constructs with a purpose in mind, using a variety of resources.
<p>Computing (Understanding of the World)</p>	

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30-50 mths <ul style="list-style-type: none"> Knows how to operate simple equipment. 40-60 mths <ul style="list-style-type: none"> Interacts with age-appropriate computer software 	
Key Texts	Launch Event
Familiar stories~ See Long term plan and weekly plan	Family photos/ Photos of our homes/ baby photos
Trips, Events & Visitors	Whole School Events
Autumn Walk to Valley Gardens	
Questions	Characteristics of Learning
Week 1-2 Can you tell me about your family and your home? Week 3 What is special about me? Week 4-5 Who helps us? Week 6-7 What can you tell us about Autumn?	Playing and Exploring Finding out and exploring Showing curiosity about people, events and places Playing with what they know Representing their experiences in play Being willing to 'have a go' Initiating activities Seeking challenge

Ambition Collaboration Curiosity Reflection Resilience Resourcefulness

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