


	Reception Autumn 1 Medium Term Plan - All About Me							
	Weeks 1 and 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
Theme	Settling and Baselining	Being Part of Indigo Class	Me	My Family	How My Body Changes	Friends	Homes	
Focus Text	Starting School (Janet and Allan Ahlberg)	The Colour Monster (Anna Llenas)	There's Only One You (Kathryn Heling)	The Family Book (Todd Parr)	Funny Bones (Janet and Allan Ahlberg)	Kindness is my Superpower (Alicia Ortego)	A Place Called Home (Kate Baker)	
Vocabulary		feeling emotion happy sad angry scared excited worried	unique fingerprint like dislike special past present	family relative sibling mother father brother sister grandparent	body healthy unhealthy grow hydrate exercise change different same	special friend kind share thoughtful like dislike	house flat map country safety same different	
Area of Learning								
Communication and Language Speaking Listening, Attention and Understanding		I am learning to develop social phrases. Practise greetings and discuss routines.	I am learning to discuss feelings. Discuss what makes us feel happy, sad, hot or cold. Talk about the main characters in the story and talk about their feelings.	I am learning to discuss who is important to me. Discuss who lives in our homes including family and pets. Make links to greetings from different cultures.	I am learning to describe how my body changes over time. Discuss changes in appearance using baby photos. Discuss what is the same and what is different.	I am learning to use well-formed sentences. Talk about what they enjoy/who they like playing with and why. Say something kind about someone in the room.	I am learning to listen to rhymes and songs. Perform the song 'Lots of Rooms' to the tune of 'Head, Shoulders, Knees and Toes'.	

<p>PSED Managing Self Building Relationships</p>		<p>I am learning to see myself and others as a valuable individual. Get to know the child and their families. Talk about interests.</p> <p>I am learning to follow rules and understand why they are important. Explain how we have rules and share a small number of necessary rules.</p>	<p>I am learning to identify and express my feelings. Identify different feelings and expressing how they feel – regulation What can you see, hear, taste, smell, touch? Recognise signs of hunger and thirst. Recognise the need to go to the toilet.</p>	<p>I am learning to see myself as a valuable individual. Discuss different family trees and different types of families. Children to discuss similarities and differences between their families.</p>	<p>I am learning to describe how I change over time. Changes to their body as they get older. Comparing what I could do then to what I can do now. Link to feelings/self-regulation with facing challenges.</p>	<p>I am learning to consider the feelings of others. What makes a good friend? Discuss what we could do if our friend was upset, angry, lonely, etc.</p>	<p>I am learning to work as a team. Children to create a house using large materials outside.</p>	
<p>Physical Development Fine Motor Gross Motor</p>		<p>Fine-I am learning to recognise and write my name.</p> <p>Gross-Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Fine - I am learning to develop my fine motor skills. Children to make self-portraits with playdough/ loose parts. Can they make different facial expressions.</p> <p>Gross – I am learning to develop overall body-strength,</p>	<p>I am learning to use tools confidently. Hold writing and drawing tools appropriately. Use tweezers/pincers.</p>	<p>I am learning to move with control and grace. Construct obstacles to recreate going down/up the steps etc.</p>	<p>Gross – I am learning to develop overall body-strength, balance, co-ordination and agility. Children to work together to keep a balloon in the air and ensure it doesn't touch the ground.</p> <p>Fine - I am learning to</p>	<p>I am learning to use a range of tools. Children to use the lollipop sticks to make a shape of a house.</p> <p>I am learning to move with control and accuracy. Draw a street/house and to use the scooters to</p>	

			balance, co-ordination and agility. Children to complete an obstacle course/ exercise circuit.			develop my fine motor skills. Children to make a friendship bracelet threading beads or pasta onto string or wool.	move around the street.	
Literacy Comprehension Word Reading Writing		I am learning to recognise and write my name. Build name on trains/rockets.	I am learning to recognise and write my name. I am learning to spot and suggest rhymes. Deliberately miss out words in a rhyme so children have to fill it in.	I am learning to hear and say initial sound. Model drawing a family portrait and label picture. Discuss initial sounds in 'mum' 'dad' etc. I am learning to recall a story. Children to write/draw a story map. I am learning to hear and say initial sounds in words. Model adding key words to story map.	I am learning to hear and say initial sounds. I am learning to retell a familiar tale. Model writing a story map using what the children are saying.	I am learning to hear and say initial sounds. Write the initial sounds of their friends' names.	I am learning to hear and say initial sounds. Have pictures of parts of a house. Children to use the pictures to create their own house. Label parts of a house using initial sounds. Write a list of the different rooms in their house.	
Understanding the World Past and Present People, Culture and Communities The Natural World		I am learning to explore and identify colours in our environment. Children to go on a colour hunt with paint wheel and to see how	I am learning to discuss similarities and differences. Discuss in the whole class about the differences and similarities. We	I am learning to talk about members of my family. Share pictures of family and listen to what children say.	I am learning to explain how things work and why they might happen. Draw around a child and label the key body parts. Then	I am learning to describe people who are familiar to me. Children to pick someone in the class to describe. One child at a time describes	I am learning to identify similarities and differences between things in past and now. Explore the local housing environment	

		<p>Understand that some human activities are kinder to the planet than others e.g. walking instead of driving and wood vs plastic.</p> <p>Know about and take part in positive play experiences which can positively impact the world (watering plants, litter collection, rainwater collection).</p> <p>Sing songs, play games, have circle time regularly in green spaces.</p> <p>Comment on day-to-day weather patterns.</p> <p>Know the extreme seasons (summer and winter) and can comment on the common weather patterns.</p> <p>Know which clothes to wear for each weather type.</p> <p>Be exposed to stories around the world, in which people are taking positive action together.</p> <p>Take part in activities that promote positive human change (walk to school days, no electricity days)</p> <p>Begin to understand that the future will be different depending on what we do now. Pupils are exposed to positive stories of environmental advocates at an age-appropriate level.</p> <p>Participate in circle time to discuss viewpoint on nature and share opinions.</p> <p>Develop a positive relationship with nature.</p> <p>Children have the opportunity to 'think scientifically' and carry out and watch small science experiments in groups / with peers.</p> <p>Explore tree anatomy through activities such as nature bingo, bark rubbing, nature art.</p> <p>Children are given opportunities to spend time outdoors in nature and share how they feel when interacting with nature.</p>
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Maths is taught through White Rose scheme. You can find out more at [Reception maths resources | White Rose Education](#)

Phonics is taught through Read Write Inc scheme. You can find out more at www.ruthmiskin.com