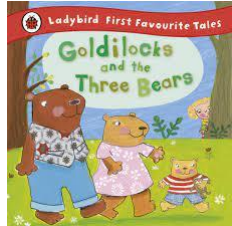
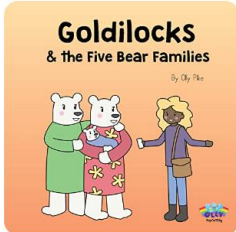


Reception Medium Term Plan

Autumn 1 - What can you find in the Three Bears Cottage?



Parental Engagement	Key Text	Traditional Tales and Rhymes	Trips and Experiences	Festivals and Special Times
<p>Harvest Festival</p>	<div data-bbox="577 536 808 762" data-label="Image">  </div> <p>Goldilocks and the Three Bears</p> <p>We will also be reading lots of other stories, songs and rhymes daily.</p> <p>Diversity Text</p> <div data-bbox="566 1142 801 1374" data-label="Image">  </div>	<p>Goldilocks and the Three Bears (Alternative)</p> <p>Hansel and Gretel</p>	<p>Woodland walks</p>	<p>First day of school</p> <p>Black History Month</p> <p>Harvest Festival</p>

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Our British Value: Rule of Law

We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.






Characteristics of effective Learning:


Playing and Exploring - During this topic the children will be encouraged to play and explore using knowledge they already have and supported to develop a 'have a go' attitude at school.

Active learning - The children will be provided with daily activities that allow them to be active and involved in their learning. The activities will help develop concentration and attention.

Creating and thinking Critically - Our continuous provision will strongly encourage the children to explore their own ideas and to tackle a task how they feel best suit.

We have an animal for each learning behaviour. These are:


Creative Chameleon		Persevering parrot		Go for it Gorillas		Proud Peacock	
Slinky Linky Snake		I know Rhino		Exploring Elephants		Choosing Chimps	

Concentrating Crocodiles 


Prime Areas of learning		
Personal, Social and Emotional Development	Personally, Socially and Emotionally we will be...	We will achieve this by...
		Scarf Lessons



Reception Medium Term Plan

<p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<ul style="list-style-type: none"> • Building constructive and respectful relationships. <ul style="list-style-type: none"> • Seeing myself as a valuable individual. • Expressing my feelings and considering the feelings of others. 	<p>Transiting into Reception.</p> <p>Adapting to new routines.</p> <p>Making new friends.</p> <p>Knowing how to be a good friend and look after our friends.</p> <p>Being aware of how others might feel and what we can do to help.</p> <p>Following classroom rules and behaviour policy.</p> <p>Sharing news and stories.</p> <p>Joining in with story times.</p> <p>Lots of stories, songs and poems about our bodies and faces.</p> <p>Naming body parts.</p> <p>Celebrating difference.</p> <p>Learning feeling words and exploring different feelings.</p> <p>Prayer time.</p> <p>Talking about our families and sharing special books.</p> <p>Small world play using puppets.</p> <p>Golden behaviour of the day.</p> <p>Talking about feelings and when we might feel them.</p>
<p>Communication and Language</p> 	<p>As communicators we will...</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. 	<p>We will achieve this by...</p> <p>Share lots of stories in the library, book corner and daily reading.</p> <p>NELI baselines to take place and for intervention to start.</p>


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<p>Listening, Attention and Understanding</p> <p>Speaking</p>	<ul style="list-style-type: none"> • Use new vocabulary through the day. • Engage in story times. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. 	<p>Introducing and using describing words. 'I wonder' questions about everyday experiences such as the weather, science investigations and responding to stories.</p> <p>Daily welcome to Reception, talking about the weather, season and children's experiences.</p> <p>Introduce new vocabulary - add words to our story board and use the words to make a sentence.</p> <p>Talking in full sentences. Counting the words in our sentences.</p> <p>Sharing holiday and weekend news.</p> <p>Daily singing and topic/Phonics songs. Reading a range of stories. Reading for pleasure books to go home. Twinkl Reading books online.</p>
<p>Physical Development</p>  <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>Physically, we will be learning too...</p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Progress towards a more fluent style of moving, with developing control and grace. • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. 	<p>We will achieve this by...</p> <p>P.E Hub- Dance Unit 1&2.</p> <p>Daily practise putting our coats on and zipping them up. Getting ready for our Seasonal walks. Lots of fine motor activities such as tweezers, scoops and scissors to develop our finger movements. Jigsaw puzzles. Threading. Lots of writing tools such as paint, crayons, pens and sticks etc to draw and make marks</p>

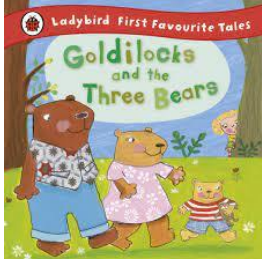
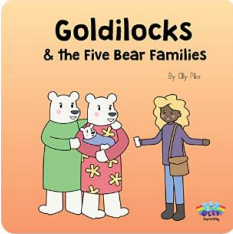

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		<p>Lots of moving around rolling tyres, balls, pushchairs, parachutes and other movements.</p> <p>Daily healthy snack including fruit and milk.</p> <p>Daily washing hands and learning to be independent going to the toilet and taking care of ourselves.</p> <p>Picking what we would like to eat for dinner and using a knife and fork correctly in the dinner hall.</p> <p>Learning how to change for P.E.</p> <p>Learning how to hold a pencil correctly.</p> <p>Beginning to write letters and CVC words.</p>
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Specific Areas of learning

<p>Literacy</p>  <p>Reading</p> <p>Writing</p> <p>Comprehension</p>	<p>As readers, writers and mark makers we will be...</p> <ul style="list-style-type: none"> • Reading individual letters by saying the sounds for them. • Blending sounds into words, so that they can read short words made up of known letter-sound correspondences. • Reading some letter groups that each represent one sound and say sounds for them. <ul style="list-style-type: none"> • Forming lower-case and capital letters correctly. • • Spelling words by identifying the sounds and then writing the sound with letter/s. • Learning Level 2 Phonics from the Twinkl Phonics Scheme. 	<p>We will achieve this by...</p> <p>Reception Baseline to be carried out.</p> <p>Talking about words that rhyme in the story such as dog and jog.</p> <p>Word walks-looking for signs and words around our environment.</p> <p>Lots of opportunities to make marks such as lists, write dance, patterns in nature, labels- model writing for lots of different purposes.</p> <p>Writing the first letter in our names.</p> <p>Weekly pattern drawing from letter join.</p> <p>Lots of stories such as Goldilocks and the Three Bears and many more.</p>
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	 	<p>Weekly Library visits, to share a book for enjoyment.</p> <p>Story boards and maps to retell our class story.</p> <p>Small world play to act out stories.</p> <p>Making maps to get to the woods.</p> <p>Role play area to act out and tell stories.</p> <p>Daily Phonics.</p> <p>Beginning to segment and blend words.</p> <p>Beginning to spell and write CVC words and captions.</p> <p>Beginning to form letters correctly.</p> <p>Identify the sound of the letters and their letter names.</p> <p>Exploring and making the different settings from the story.</p> <p>Discussing the characters in the stories we read.</p>
<p>Maths</p>  <p>Number</p> <p>Numerical Patterns</p>	<p>As mathematicians we will be...</p> <ul style="list-style-type: none"> Counting objects, actions and sounds. Being able to subitise (recognise how many objects there are in a small group without counting). Selecting, rotating and manipulating shapes in order to develop spatial reasoning skills. Continuing, coping and creating repeating patterns. 	<p>We will achieve this by...</p> <p>Reception Baseline to be carried out.</p> <p>Following the Mastering Number programme.</p> <p>Learning about the numbers 1-5 through number blocks- counting, comparing amounts and recording in our ways.</p> <p>Making and comparing groups.</p> <p>Learning which group has more and fewer.</p> <p>Exploring patterns in nature such as leaves.</p>



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		<p>Making groups of objects and quickly recalling how many such as 3 conkers or 3 sticks.</p> <p>Making collections from our woodland adventures.</p> <p>Using our counting Crocodile puppet to help us count.</p> <p>Learning how to represent numbers on our fingers.</p> <p>Learning the composition of numbers and number facts to 5.</p> <p>Learning to subitise.</p> <p>Daily counting for different purposes such as how much milk we need? Or sharing the fruit.</p> <p>Counting natural objects, counting bears, counting sticks, etc.</p> <p>Making pictures and patterns using shapes.</p> <p>Continue and making our own repeating patterns.</p> <p>Exploring shapes and sorting them.</p> <p>Shape hunts.</p>
<p>Understanding the World</p> 	<p>Learning about the world will involve...</p> <ul style="list-style-type: none">• Understanding the effects of changing seasons on the natural world around them.• Naming and describing people who are familiar to them.• Beginning to make sense of their own life-story and family's history.	<p>We will achieve this by...</p> <p>Using our senses to explore what we can see, hear, touch and taste.</p> <p>Woodland/Autumn walks.</p> <p>Making Autumn tree pictures.</p> <p>Exploring seasons- Autumn and Winter.</p>



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<p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<ul style="list-style-type: none">• Exploring and explaining how things work/knows how to operate simple equipment.• Knowing that information can be retrieved from computers and other sources. <p>In RE our topic is: Why is the word 'God' so important to Christians? UC GOD/CREATION</p>	<p>Collecting natural resources like leaves, conkers, pine cones etc. Being able to talk and describe Natural resources. Exploring rain, ice and snow- what happens to it? Small world areas to tell stories and let our imagination run wild. Daily discussions about the seasons and weather. Sharing the book 'Goldilocks and the Three Bears'. Learning about bears- what they look like, where they live, how they move, etc. Making a family tree. Talking about who's in our family. Lots of books, poems and rhymes about different families - PSED links. Learning about seasonal animals. Role play areas- The Bears Cottage/Bear Cave. Celebrations- Harvest Festival. Walk to the woods. Bible stories. Weekly assemblies with Mrs Berry and Mrs Harrison. Godly Play. Harvest songs and rhymes. Daily prayers/reflection and thank you thoughts. Following the Kapow Computing scheme.</p>
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		<p>Learning about different types of information.</p> <p>Learning about the internet- what it is and how to be safe.</p> <p>Learning about the advantages and disadvantages of using technology.</p> <p>Learning our online safety rules- SMART.</p>
<p>Expressive Arts and Design</p>  <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Imaginatively and as artists, musicians and designers we will be ...</p> <ul style="list-style-type: none"> • Exploring different materials freely, in order to develop their ideas about how to use them and what to make. <ul style="list-style-type: none"> • Joining different materials and explore different textures. • Using simple tools and techniques competently and appropriately. • Returning to and building on their previous learning, refining ideas and developing their ability to represent them. • Singing in a group or on their own, increasingly matching the pitch and following the melody. 	<p>We will achieve this by...</p> <p>During weekly Kapow music lessons, we will be learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p> <p>Naming and using different colours to create our paintings, collages and other art work.</p> <p>Using different materials to build models and make things.</p> <p>Small world area to retell familiar stories and make up new story lines.</p> <p>Our focus Artist is Walter Mason and we will be learning to explore natural materials and use them to make our own artwork.</p> <p>Making and using natural materials.</p> <p>Making porridge.</p>