

## Reception Medium Term Plan - Autumn 2 (2022/2023)

|                                    | Personal, Social and Emotional Development<br><i>(Links to KS1 Religious Education and PSHCE)</i>  | Physical Development<br><i>(Links to KS1 Physical Education)</i>   | Literacy, Communication and Language   | Mathematics  | Understanding the World<br><i>(Links to KS1 History, Geography, Computing and Science)</i>  | Expressive Arts and Design<br><i>(Links to KS1 Art, Music, and DT)</i>   |
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| <b>Overarching skills / topics</b> | <p><b>PSED:</b></p> <ul style="list-style-type: none"> <li>-Understanding expectations</li> <li>-Following classroom behaviours</li> <li>-Knowing when to ask for help</li> </ul> <p><b>Self-regulation:</b></p> <ul style="list-style-type: none"> <li>-Following two step instructions</li> </ul> <p><b>PSHCE and RSE:</b></p> <ul style="list-style-type: none"> <li>-Respecting self and others</li> <li>-Managing hurtful behaviour and bullying</li> </ul> | <p><b>PE focus - Gym (Val Sabin Unit B)</b></p> <p><b>Stretching and curling:</b> *Travel and balance with control when holding stretched or curled shapes</p> <p>*to stop and start on a given signal and share space safely</p> <p>*to link two movements together</p> <p><b>FMS:</b></p> <ul style="list-style-type: none"> <li>-Cutting skills, threading/pincer /playdough</li> </ul> | <p><b>Communication and language:</b></p> <ul style="list-style-type: none"> <li>-Using full sentences to clearly and effectively communicate our ideas, wants and needs</li> <li>-Beginning to make predictions for stories and justify our prediction</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Consistently use correct grip</li> <li>-Beginning to form letters correctly</li> <li>-Recording initial sounds to words</li> </ul> | <p><b>NCETM</b></p> <p>Subitise within 5, perceptually and conceptually, depending on arrangement. Continue to develop counting skills. Explore cardinality of 5, linking to dice and fingers on 1 hand. Begin to count beyond 5. Begin to recognise numerals, relating these to quantities they can subitise and count. Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. Explore the composition of numbers within 5. Compare sets using a variety of strategies. Compare sets by matching.</p> <p><b>GLF</b></p> <p>Pattern - Making their own AB, ABB, ABBC patterns. Spotting errors in patterns. Generalising structures to another context or mode. Making a pattern which repeats around a circle. Making a pattern around a border with a fixed number of spaces. Spots patterns in the</p> | <p><b>RE:</b></p> <p>Surrey Agreed RE Syllabus (EYFS) - "Why do we have celebrations?"</p> <p><b>UTW/Science:</b></p> <ul style="list-style-type: none"> <li>-Experimenting with freezing, melting, floating and sinking</li> <li>-Children will have an understanding that we have an impact on the environment around us, making links to recycling and caring for our planet.</li> </ul> | <p><b>Cooking:</b></p> <ul style="list-style-type: none"> <li>-Introduction to cooking skills</li> <li>-Creating and following a recipe (describing the process of combining ingredients)</li> </ul> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>-Explore a variety of materials, tools and techniques. Finding ways of planning our design and editing our designs.</li> </ul> <p><b>Music:</b></p> <p>Musicianship, Performing/Instrumental Performance (see SOW) Christmas performance</p> <p><b>ICT:</b></p> <p>Multimedia</p> |

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|   |   |  |  | environment, beginning to identify the pattern "rule" .<br>Continue, copy and create repeating patterns.   |  |  |
| <b>31<sup>st</sup> October - 4<sup>th</sup> November</b><br><br>Bonfire night/fireworks<br>Poetry       | RSHE Friendships<br>-About how people make friends and what makes a good friendship.                          | <b>PE:</b><br>Val Sabin Dance - Unit B Travelling (Lesson 1) | <b>Phonics:</b><br>ff//ll/ss/j<br><b>Tricky Words:</b><br>put/pull/full/as   | NCETM (Wk 6): <ul style="list-style-type: none"> <li>1:1 correspondence</li> <li>Understand the 'fiveness' of 5</li> </ul>                               | <b>RE:</b><br>"Why do we have celebrations?"<br><i>Know what a celebration is</i>  | <b>EAD:</b><br>Explore a variety of materials, tools and techniques. Finding ways of planning our design and editing our designs.<br><br>ICT: Trying new games on laptop that involve dragging boxes |
| <b>7<sup>th</sup>-11<sup>th</sup> November</b><br><br>Going on a bear hunt                              | RSHE Friendships<br>-Simple strategies to resolve arguments between friends positively.                       | <b>PE:</b><br>Val Sabin Dance - Unit B Travelling (Lesson 2) | <b>Phonics:</b><br>v/w/x/y<br><b>Tricky Words:</b><br>and/has/his/her  | NCETM (Wk 7): <ul style="list-style-type: none"> <li>Comparing objects in 2 sets by matching</li> <li>Using language of more, fewer and equal</li> </ul> | <b>RE:</b><br>"Why do we have celebrations?"<br><i>Recognising how different religions celebrate differently</i><br><br><b>UTW/Science:</b><br>-Experimenting with freezing, melting, floating and sinking | <b>EAD:</b><br>Explore a variety of materials, tools and techniques. Finding ways of planning our design and editing our designs.<br><br>ICT: Trying new games on laptop that involve dragging boxes |
| <b>14<sup>th</sup>-18<sup>th</sup> November</b><br>Have You Filled a Bucket today? - Anti bullying week | RSHE Respecting self and others<br>-About what is kind and unkind behaviour, and how this can affect others.  | <b>PE:</b><br>Val Sabin Dance - Unit B Travelling (Lesson 3) | <b>Phonics:</b><br>z/zz/qu/ch<br>words with s /s/ added at the end (hats sits)<br><b>Tricky Words:</b><br>go/no/into | NCETM (Wk 8): <ul style="list-style-type: none"> <li>Exploring composition by looking at wholes and parts</li> </ul>                                     | <b>RE:</b><br>"Why do we have celebrations?"<br><i>Identifying a time that is special to them and or other people</i>  | <b>EAD:</b><br>Creating and following a recipe (describing the process of combining ingredients)<br><br>ICT: Trying new games on laptop that involve dragging boxes                                  |
| <b>21<sup>st</sup> -25<sup>th</sup> November</b><br>Blue Penguin  | RSHE Respecting self and others<br>-To recognise the ways in which they are the same and different to others. | <b>PE:</b><br>Val Sabin Dance - Unit B Travelling (Lesson 4) | <b>Phonics:</b><br>sh/th/ng/nk<br><b>Tricky words:</b><br>she/ push/he/of  | NCETM (Wk 9): <ul style="list-style-type: none"> <li>Composition of 3, 4 and 5</li> <li>Investigating part-part-whole relations</li> </ul>               | <b>RE:</b><br>"Why do we have celebrations?"<br><br><b>UTW/Science:</b><br>-Experimenting with freezing, melting, floating and sinking   | <b>Music:</b><br>Joining in Christmas songs<br><br><b>EAD:</b><br>Explore a variety of materials, tools and techniques. Finding ways of planning our design and editing our designs.                 |

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| <p><b>28<sup>th</sup> November-2<sup>nd</sup> December</b></p> <p><b>Blue Penguin</b></p>                 | <p><b>RSHE Managing hurtful behaviour and bullying</b><br/>-That bodies and feelings can be hurt by words and actions; that people can say hurtful things online (E-Safety).</p>  | <p><b>PE:</b><br/>Val Sabin Dance - Unit B Travelling (Lesson 5)</p>                            | <p>Poetry, nursery rhymes, Christmas songs</p> <p><b>Phonics:</b><br/>words with s /s/ added at the end (hats sits)<br/>words ending s /z/ (his) and with s /z/ added at the end (bags)<br/><b>Tricky words:</b> we/me/be</p> | <p>NCETM (Wk 10):</p> <ul style="list-style-type: none"> <li>• 1:1 correspondence when counting</li> <li>• Applying knowledge of cardinality (last number) to abstract things such as claps and jumps</li> </ul> | <p><b>RE:</b><br/>"Why do we have celebrations?"<br/><i>Christmas story</i></p> <p><b>UTW/Science:</b><br/>-Experimenting with <b>freezing, melting,</b> floating and sinking</p> | <p><b>Music:</b><br/>Joining in Christmas songs using instruments for our performance</p> <p><b>EAD:</b><br/>Creating Christmas cards and Christmas related crafts</p> |
| <p><b>5<sup>th</sup>-9<sup>th</sup> December</b></p> <p><b>Christmas</b></p>                              | <p><b>RSHE Managing hurtful behaviour and bullying</b><br/>-About how people may feel if they experience hurtful behaviour or bullying.</p>   | <p><b>PE:</b><br/>Val Sabin Dance - Unit B Travelling (Lesson 6)</p>                            | <p>Assessments</p>  | <p>GLF<br/>Understanding repeating patterns<br/>Spotting patterns in the environment<br/>Creating their own AB, ABB, ABBC patterns around a circle or fixed spaces border<br/>Spotting errors in patterns</p>    | <p><b>RE:</b><br/>Sharing how we celebrate Christmas or other special religious days</p>  | <p><b>Cooking:</b><br/>-Introduction to cooking skills<br/>-Creating and following a recipe (describing the process of combining ingredients)</p>                      |
| <p><b>12<sup>th</sup> - 16<sup>th</sup> December</b></p> <p><b>Christmas</b><br/>Christmas assemblies</p> | <p><b>RSHE Managing hurtful behaviour and bullying</b><br/>-That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable' how to report bullying; the importance of telling a trusted adult.</p> | <p><b>PE:</b><br/>Games to conclude dance topic to incorporate skills taught over half term</p> | <p>Writing Christmas cards to post- walk out to do this</p>   | <p>Recap this terms learning</p>   | <p><b>RE:</b><br/>"Why do we have celebrations?"<br/><i>Christmas performance</i></p>   | <p><b>EAD:</b><br/>Creating Christmas cards and Christmas related crafts</p> <p><b>Music:</b><br/>Performing our Christmas songs</p>                                   |