

Queens Hill Primary School and Nursery

Reception Medium Term Plan Autumn 1 Theme: All about me/ On the Move/ Autumn

| Area of Learning | Prime Areas | | | Specific Areas | | | |
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| | PSED | CL | PD | L | M | UW | EAD |
| Focus | Initiate conversations, listen to others. Take steps to resolve conflicts, find a compromise. Describe self in positive terms & talk about abilities. Aware of boundaries & rules. Negotiate without aggression. | Maintain attention, concentrate, sit quietly Respond to 2 part instructions Extend vocab - naming and grouping. Use language to imagine & recreate roles | Move in different ways. Jump off and land. Negotiate space. Use tools to effect change. Understand about exercise, healthy diet, sleeping & hygiene. | Link sounds to letters, segment words, represent sounds with letters. Hear initial sounds in words. Use vocab influenced by books. Know that information can be retrieved from computers. | Recognise nos 1-5, count 10 objects, count beyond 10, more/fewer, create own mathematical problems. Name 2D shapes, positional language. | Enjoy joining in with family customs & routines. Look closely at similarities & differences Use age appropriate ICT. | Explore instruments. Explore mixing colours. Manipulate materials to achieve effect. Adapt work. Create simple representations of events, people & objects. Introduce a storyline or narrative into their play. |
| Week 1 (3 days) Children in am/pm (birthday) | Ready, safe, respectful Exploring the learning environment <i>How can you be safe/ready/respectful?</i> | RWI phonics signals - stop (listening) | HSC focus toileting, hygiene. <i>Washing our hands keeps us safe from some germs.</i> | Owl Babies shared during snack times and discuss families. | Daily counting who is here today. Shapes. <i>Which shape would you choose for wheels on a vehicle? Why?</i> | Talking about families and summer holidays, where have we been? Making owl baby nests outside. <i>Where do creatures live outside?</i> | Talking and representing summer holidays. |
| Week 2 9.9.19 | Exploring the learning | Coming to the carpet and sitting. | Healthy snacks, safety in the | Phonics - pictures sides | Daily counting and matching to | Similarities and differences | Self-portraits for display chn |

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| (mornings) | environment modelling different areas. | 10 wiggly fingers to stop and listen. | classroom. | of cards (mountain, tower, snake...) <i>Which sounds can you hear in your name?</i> | numerals - use 10 frames/number line | getting to know each other. <i>Tell me about your favourite__ (toy, pet...)</i> | also write name on there. |
| Events: | Fri 13 th On the move curriculum day | | | | | | |
| Week 3 16.9.18 Book: We're Going on a Bear Hunt | How would we feel if we were the bear/children etc. <i>What would you do if you noticed someone that was sad?</i> | How would we feel if we were the bear/children etc <i>What has happened to make __ feel __? Learn some synonyms for 'sad'.</i> | Bear hunting outside. <i>Shall we go under, over...?</i> | Phonics starts Patterns and fine motor in provision - name writing EMW Add initial sounds to simple city vehicles. | Packing bags - 1 pair binoculars, 4 magnifying glasses etc. Use a dice for subitising - <i>how many are there?</i> | Simple City build a car. | Vehicles and transport. <i>Which shapes have you used? How have you joined your model together?</i> |
| Events: | | | | | | | |
| Week 4 23.9.18 Book: We're Going on a Bear Hunt | Finding a compromise | Retelling story | Cutting skills differentiated patterns to cut in creative area, (Reiterate safety with scissors) | To make a story map and hear the key sounds in words. <i>Which sound can you hear?</i> Use phonics image cards. | Positional language- over, under, through | To look at different textures and talk about what they feel like. Use words to describe them- compare. | To explore printing. Footprints. |
| Events: | European Languages Curriculum Day 27 th | | | | | | |
| Week 5 30.9.19 Book: Little Red Hen | How to be a good friend (Respect). | Joining in with the story. | Wheat to grind developing grip and motor skills | Bread recipe on computer. Model making a list and writing instructions. | Measuring (provision) <i>Which containers have the most/least/ equal amounts?</i> | Harvest, jobs - farmers... <i>Why is a farmer's job important?</i> | Making bread for the cafe |

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| Events: | INSET 1 st Harvest Café 3 rd | | | | | | |
| <p>Week 6 7.10.19 Book: The Scarecrows Wedding</p> | <p>Why do we have scarecrows? What would happen if we didn't have them?</p> | <p>How can we keep safe from fire?</p> | <p>Sing and move to- I'm a dingle dangle scarecrow.</p> | <p>Making lists. What would you need for...?</p> | <p>Matching numerals to quantities.</p> | <p>How can we keep safe from fire? Children to practise lining up for the fire alarm.</p> | <p>Paper plate scarecrows Printing with fruit and vegetables and talking about where they come from.</p> |
| <p>Week 7 14.10.18 Stimulus: interests and assessments Long obs, gaps</p> | <p>Plugging gaps Recapping rules. Long observations</p> | <p>Plugging gaps Child initiated role play observations (language)</p> | <p>Plugging gaps Linked to junk model challenge scissor safety.</p> | <p>Plugging gaps Child initiated/ interests writing. Using initial sounds.</p> | <p>Plugging gaps Everyday time focus. What will you be doing next week?</p> | <p>Plugging gaps Everyday time focus. What will you be doing next week?</p> | <p>Plugging gaps Junk model challenge linking to children's own interests.</p> |
| Events: | Break up on Thursday 17 th | | | | | | |