Coatham Primary School
Medium Term Planning
Year Group: Reception

Me, Myself and My World – Autumn 1 (History)

Communication and Language	Skills	Overview
Listening and Attention	• Can follow longer instructions • Can understand and answer simple why questions • Listens to longer stories and answer questions about a story they have just heard • Uses new vocabulary throughout the day.	Complete the National Reception Baseline, learn new routines by following instructions. Use class texts to learn new vocabulary – Colour Monsters, The Telling Tree, Little Red Hen. Discuss characters and how they are feeling throughout the text.
Speaking	• Talks in longer sentences joined up with words like and and because • Uses future and past tense • Speech is easily able to be understood by others • Describes past events in some detail	Use speech in daily routine – negotiate ideas, plans and resources with peers. Respond and talk to adults in classroom environment. Talk about what they did in the summer, who is in their family. Provision will encourage children to interact and develop language – autumn, home area, investigation table, puppet theatre, small world.

Personal, Social and Emotional	Skills	Overview
Self-Regulation	• Sees themselves as a valuable individual • Expresses their feelings and is beginning to consider the feelings of others • Shares their own feelings and interests	Look after belongings, enjoy responsibility of class jobs, being able to separate from main carer and complete a full school day. Use class text and provision to share feelings. Through discussion begin to know how to regulate and ask for help when experiencing difficulties or upset.
Building Relationships	• Builds constructive and respectful relationships • With some reminders, listens to other children as well as adults • Regularly shares and co-operates with friends and other peers	Adults to model and demonstrate effective social relationships with children in day to day situations and in the environment using games and resources to promote sharing. Use circle time to listen to others and take turns – who's in my family? Tell us something about you etc
Managing Self P4C opportunity Class Rules - vote for 3 new class rules	• With support, sets their own goals and works to achieve them • Understands why it is important to respect class rules and behave correctly towards others • Can zip their coat up independently	Complete short adult led activities – draw family. Learn to complete an activity in the classroom before moving onto another – adult support. Set class rules together – discuss why they are important. Use traffic light behaviour system when needed. Adults to encourage children to fasten own coats daily.

Physical Development	Skills	Overview
Gross Motor	• Use their core muscle strength to achieve a good posture when sitting at a table or on the floor • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group • Further develops their co-ordination and control with the fundamental movement skills – rolling, crawling, walking, jumping, running, hopping, skipping, climbing	Use kinetic letters to teach children to sit at a table correctly. Weekly Yoga sessions. Weekly PE sessions. Outdoor climbing equipment.
Fine Motor	• Writes recognisable letters which are decreasing in size • Begins to hold a pencil using the tripod grip • Uses scissors with good control and coordination • Shows preference for a dominant hand	Daily kinetic letters. Fine motor groups. Fine motor table focus on scissor skills.

Literacy	Skills	Overview
Word Reading	• Can say a sound for each letter of the alphabet and is beginning to have an awareness of digraphs • Has an awareness that sentences start with a capital letter and end with a full stop • Can blend to read vc and cvc words independently	RWI Reception - whole class introduction to sounds. Assess using the scheme and differentiate.
Reading Comprehension P4C opportunity Vote for class story	• Can talk about favourite character and parts of a story • Create rhyming clusters by changing the initial sounds • Can continue a rhyming string • Learns and uses new vocabulary linked to the stories and text they have heard • Shows an understanding of what has been read to them • Shows an interest in non-fiction texts	Little Red Hen - planned literacy sessions Discuss characters. Use character names – dog, cat to generate rhyming strings. Show awareness of story by producing simple story map. Retell to an adult. Non – Fiction texts available on class voting station.
Writing	• Can spell some of the Reception keywords independently and uses this knowledge in their writing • Can write cvc words independently • Attempts to write captions, however, they may not contain finger spaces or all of the sounds	RWI daily phonics. Begin to write words when ready as per scheme. Write with a purpose – menus in home area, clip boards for mark-making, writing name, story maps.

Numeracy	Skills	Overview
Number	• Can count up to 5 objects accurately from a larger group • Has an understanding of numbers to 5 and knows their position in counting order • Can say which numbers they can see inside a number to 5 • Begin to use pictures and writing to communicate mathematical ideas • Recalls some number bonds to 5 • Begins to recall one more and one less to 5	Planned maths sessions. Maths area with number challenge.
Number Patterns	• Can sort and order their own criteria • Uses vocabulary associated with time and their daily routine • Counts verbally beyond 10 • Compare objects with regard to quantity, length and capacity • Begins to describe a sequence of events, real or fictional, using words such as first and then • Talks about and explores 2D and 3D shapes using informal language	Planned Maths sessions. Maths area with shapes to explore.

Knowledge and Understanding	Skills	Overview
Past and Present	• Talks about members of their immediate family and community • Asks questions or make comments about what another child has said about their family • Name and describe people who are familiar to them e.g. police, fire service etc • Explains the difference between old and new	Circle time – Who's in our Family? Children to name who they live with, who is older/younger etc Celebrate diversity. How many pets? Circle time – Who can help us in the community? – recall facts from People who help us topic in Nursery. Extend by talking about who can help us if we have a problem in school? Compare old and new toys – discuss what is different.
Natural World Spirituality opportunity – Autumn Walk Discuss changes from Summer to Autumn, how does it make us feel?	• Confidently explores the natural world around them, talking about what they see with a wide vocabulary • Recognises familiar plants and animals whilst outside, discuss what they see/feel/hear. • After close observation, draws pictures of the natural world, including animals and plants	Autumn walk – discuss what we see/ find. Leaf prints. Observational painting – flowers.
People, culture and communities	• Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos • Be able to draw a simple map of their immediate environment or imaginary ones from familiar stories • Understand that some places are special to members of their community • Able to name and talk about some places of worship and places of local importance	Use a map to look at the different places our families originate. Discuss similarities/differences. Use the text – We are all different. Produce a story map of Little Red Hen – familiar text. Follow Redcar and Cleveland Agreed Syllabus.

Expressive Arts and Design	Skills	Overview
Exploring Media and Material	• Creates collaboratively sharing ideas, resources and skills • Thinks about and discusses what they want to make • Discuss problems and how they might solve them • Begins to select a particular tool to suit a purpose and can give a simple explanation ie chalk for smudging	Explore with paint, mixing colours. Explore creative area - cutting, sticking, adding materials. Tell an adult what has been made, discuss and implement improvements.
Being imaginative and Expressive	• Listens attentively, moves to and talks about music, expressing their feelings and responses • Can watch and talk about dance and performance art, expressing their feelings and responses • Sings in a group or on their own, increasingly matching the pitch and following the melody	Weekly planned music sessions. Dough Disco - listen to and follow instructions t music. Gross motor movement breaks.