



# Appletree Gardens First School Medium Term Planning

## Reception Autumn 1 - Pleased to Meet You



### In Literacy we will:

#### Comprehension

Engage in extended conversations about stories, learning new vocabulary  
Participate in, memorise and perform simple action rhymes.

#### Writing

Begin to form taught letters correctly.  
Use marks or some letters for meaning - know that words can be written

Find letter sounds on a mat and use them when writing

Write most or all of name

Begin to write labels.

#### Word Reading

RWI Set 1 - know most single letter set 1 sounds (group A)  
Assisted blending / oral blending  
Begin to listen to and hear sounds in cvc words - assisted segmenting

#### Key Vocabulary

action rhymes, phonics, sound, blend, Fred, Fred Talk, Fred Fingers, magnet eyes, good listening, good looking, good sitting

### Which books will help children secure and think more deeply about the knowledge in this block?



### In Communication and Language we will:

Follow adult cues to listen.  
Know behaviours for successful listening.  
Participation in predictable texts.  
Recall a range of simple nursery rhymes.  
Ask either/or questions.  
Participate in adult narration of independent learning.  
Recall and define specialist vocabulary for the half term

#### Key Vocabulary

Simple nursery rhymes. Stop, look, listen, quiet, talking, magnet eyes, who, where, what, why, when, how

### In Physical Development we will:

Explore the Nature Zone - use hammer and nails  
Draw freely  
Hold scissors effectively to cut along lines,  
To make marks with a wide range of tools and grip  
Participate in hand action songs  
Move safely and energetically in a range of ways. Change direction. Stop quickly.  
(Top Start PE lessons)  
Be increasingly independent as they get dressed/undressed - coats and zips  
Develop overall core strength (apparatus, monkey bars, gym, swings, climbing wall, balance bikes, wheelbarrows)  
Achieve a good posture when sitting on the floor or at a table  
Line up and walk in a line

#### Top Start / Parachute Games

#### Key Vocabulary

Stack, build, on top, next to, Cut, straight, line, Hand action rhymes, Run, stop, go, walk, safe

### In Personal, Social and Emotional Development we will:

#### Jigsaw 1 Being Me in my world

##### Self Regulation

Follow classroom routines including self-help with clothing.  
Follow classroom expectations.  
Build a vocabulary around feelings.

- Talk about some special things about themselves.
- Continue to develop appropriate ways of being assertive

##### Managing self

- Know when they need a drink or to put on / take off a jumper and can manage this independently.  
Show resilience and perseverance at simple tasks  
Articulate and demonstrate handwashing and food preparation.  
Put on and begin to fasten coats independently  
Know that hands can be used kindly and unkindly.  
Navigate and use the toilet independently, including handwashing

##### Building relationships

Can play cooperatively and take turns with some adult support  
Are able to consider other children's feelings  
Know that some children are different from themselves.  
Work cooperatively with others at tidy up time

**Key Vocabulary:** Happy, sad, angry, frustrated, worried, shocked, excited, Healthy, unhealthy, friend, rules, helpful, choose, good choices, kind hands/feet/mouths, patience

### In Mathematics we will:

#### Subitising:

- Subitising within 3
- Subitise objects and sounds

#### Counting, Ordinality and Cardinality:

- Focus on counting skills

#### Composition:

- Explore how all numbers are made of 1s
- focus on composition of 3 and 4

#### Comparison:

- Comparison of sets - 'just by looking'
- Use the language of comparison: *more than and fewer than*

**Key Vocabulary** one, two, three, four, five, different, same, count, forwards, backwards, how many, in total, altogether, more, fewer, represent, match, sort, compare, equal

### In Understanding the World we will:

#### Past and Present

- Begin to make sense of their own life story and family history Identify similarities and differences - growth from baby, child, adult, grandparent (chronology)
- Comment on images of familiar situations in the past (home/school)

#### People Culture and Communities

Talk about members of their immediate family and community  
Explain some similarities and differences between life in this country and life in other countries.  
Familiarise children with the name of the road and the village it is located in.  
Draw info from a simple map - explore aerial views of school settings.

Basic greetings in different languages

#### Harvest

#### Natural World

Name plants and parts of plants - link to harvest.

Explore the natural world around them.

Understand and demonstrate fire safety skills.

Talk about change of state of materials - combining ingredients for cooking - damper bread

#### Technology

Use technology in role play - phones, tills etc

Explore using Bee bots

Know ways in which to stay safe using computers/ipads

- Select and use EY apps on class ipads

**Key Vocabulary:** Myself, family, grow, change, age, harvest, farm, crop, vegetable, fruit, ripe, grow, difference, similarity, now, past, icon, app, drag and drop



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### In Expressive Arts and Design we will:

#### Creating with Materials

- Draw with increasing complexity and detail - familiar people from memory
- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- To learn new ways to explore media and materials - Forest School
- To make marks with a wide range of tools
- Constructs using components which allow movement including wheeled vehicles and arrays of gears.

#### Being Imaginative and Expressive

- Develop storylines in their pretend play - domestic routines and brief family narratives using open ended props.
- Mark the pulse of pieces of music using body percussion.
- Sing and perform some simple hand-action songs/nursery rhymes/stories
- Explore and engage in music making and dance - movement and listening games using different sounds for different movement
- Tapping rhythms to accompany words - names, objects etc (syllables)
- Try and move in time with music

#### Key Vocabulary

Draw, shape, picture, Family, Mum, dad, brother, sister, face, hair, eyes, nose, lips, mouth, ears, tongue, hair, glasses, arms, legs, body Hand action songs, rhythm, dance, pulse

### How will we enhance our curriculum with FOREST SCHOOL:

- Plan, do, review (listening and attention skills) speaking, learning new vocabulary and developing conversational skills
- Using natural materials, creatively to learn about Autumn
- develop gross and fine motor skills
- Learn to care for living things
- Develop transporting skills
- Autumn outdoor themed activities
- Develop maths skills through mud kitchen, potion stations by measuring, comparing quantities and counting.
- Build with a range of natural materials
- Autumnal vocabulary explored and expanded
- Develop questioning skills centred around their CIP

### Key Vocabulary -

size, colour, texture, seasons, weather, autumn, leaves, families, me, my likes and dislikes, exploring

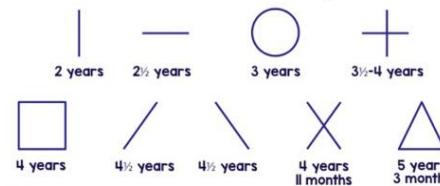
### How will we enhance our continuous provision to extend learning through independent enquiry?

- Home corner
- Farm small world
- Houses and homes pictures and construction
- Daily story vote
- Quality picture books from library
- **Develop new areas to offer access to more open ended resources:**

Playdough  
Construction / Loose Parts / Small World  
Sand / Water  
Writing  
Maths

### PRE-WRITING SHAPES

Before your child can learn to write, he or she needs to be able to draw these shapes



### We will involve our families in our learning by:

- Stay and Play for families
- Phonics Funfair
- Seesaw
- 'Help at Home' activities
- Personality Patchwork Project

### The strategies to support our most vulnerable learners are:

- Pre-teaching vocabulary
- Ensure all children participate in trips and experiences
- Visual Timetables
- Visual prompts to support access to continuous provision
- **Wellcomm:**
- **SALT:**
- **SEN:**

### Which visits, visitors and experiences will we organise to help secure children's knowledge?

- Harvest celebration - Vicar
- Visit school kitchen - in preparation for staying for lunch
- Cookery - firepit bread LRH
- Phonics Funfair with parents
- Personality Patchwork project with parents
- Weekly Forest School sessions in the Nature Zone