



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, Language and Literacy 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)
- 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
- Distinguish between healthy food choices and special treats.
- Know that hands can be used kindly and unkindly.
- Navigate and use the toilet independently, managing clothing and washing hands

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,

In Mathematics we will:

Power Maths - Unit 1 Numbers to 5 (3 weeks)

- Count to 5, forwards and backwards
- Stable order of counting and 1-1 correspondence to 5
- Cardinality and representations to 5
- Count to 5 and back from 5 using abstraction

Power Maths - Unit 2 Comparing groups within 5 (2 weeks)

- Compare quantities of objects within 5 noticing inequality of groups and know quantities can be equal
- Compare groups of identical and non-identical objects
- Use 1-1 correspondence to compare groups
- Compare groups using more and fewer and by matching or subitising
- Represent groups to compare using cubes

Power Maths - Unit 3 2D shapes (2 weeks)

- Explore properties of everyday shapes
- Identify and name 2D shapes and describe similarities and differences
- Identify 2D shapes in the environment

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. Recognise roads, buildings, open spaces and other simple features.
- Basic greetings in different languages
- Harvest

Natural World

- Name plants and parts of plants - link to harvest.
- Explore the natural world around them. (Living things and their habitats)
- 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
- Begin to use class computer to control a mouse to drag and drop



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unhealthy, friend, rules, helpful, choose, good choices, kind hands/feet/mouths, patience

Key Vocabulary one, two, three, four, five, different, same, count, forwards, backwards, how many, in total, altogether, more, fewer, represent, match, sort, compare, equal, less than, square, rectangle, circle, triangle, straight, round, curved, corners, odd one out

• Select and use EY apps on class ipads

Key Vocabulary

Myself, family, grow, change, age, harvest, farm, crop, vegetable, fruit, ripe, grow, difference, similarity, village, street, map, combine, mix, cook, now, then, app, click, drag and drop, icon

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 - nature zone found materials
- To make marks with a wide range of tools and grip
- 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
- Families/Disability people small world
- Houses and homes pictures and construction
- Daily story vote
- Nursery Rhyme Spoons
- Quality picture books from library
- Fruit and veg to study, chop, draw etc
- CD player outside

We will involve our families in our learning by:

- 'Homework' activities
- Stay and Play for families
- Seesaw
- Getting it right from the start - Reading and Writing
- Personality Patchwork

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

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

- Harvest celebration - Vicar
- Visit school allotment
- Visit school kitchen - in preparation for staying for lunch
- Cookery - firepit bread LRH
- Personality patchwork
- Weekly Nature Zone sessions
- Local walk