Nutgrove Methodist Primary School	Reception	Medium Term Plan	Marvellous Me	Autumn 1

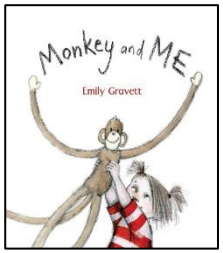
	Key Learning	Directed Activities

English and Phonics

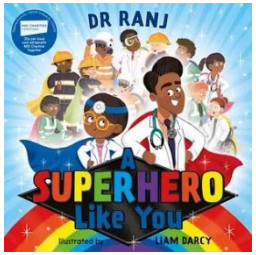
Key Texts

The Colour Monster Anna Llenis

Monkey and Me – Emily Gravett



Superhero Like You - Dr Ranj



Key Songs / Rhymes

Heads, Shoulders, Knees and Toes
I Like Being Me
Wiggly Woo
Incy Wincy Spider

Phoneme	
Grapheme	
Segment	
Blend	
My turn, your turn	
Copy me	
Unique	
Tolerate	
Respect	
Opinion	
Like	
Dislike	
Special	
Relationship	

Phonics

In phonics we will visit prior learning from Nursery by covering Phase 1 during Rhyme Time. We will then begin to learn single letter phonemes including: *s a t p l n m d g o c k ck e u r h b f l* and will begin to blend these to form simple words. A phonics workshop will be held for parents to support learning at home.

English

In writing we will be learning to:

- Develop fine motor skills to ensure that children have a tripod grip when holding a pencil.
- Develop gross motor skills to ensure that children have the correct posture when writing.
- Write their first name correctly.
- Recognise the initial and end sounds in a word.
- Orally rehearse phonemes to spell a simple word.
- Use some identifiable letters to communicate meaning and use them to write words and labels.

The Colour Monster

· We will be focusing on listening to a story that children may be unfamiliar with.

· We will be developing a love for reading through role play, small world and creative activities linked to the story.

· We will be teaching children to recognise, name and talk about different emotions.

· We will be introducing new vocabulary to help children express their feelings and experiences.

· We will be supporting children to identify emotions through facial expressions, body language and colour associations.

· We will be encouraging children to use simple strategies and the Zones of Regulation to understand and manage their feelings.

· We will be developing children's creativity by designing and creating their own Colour Monsters.

· We will be helping children recall and sequence the main events of the story.

	Handwriting Before Phonics Teaching begins: Dots, Straight lines and crosses, Circles, Waves, Loops and bridges, Joined straight lines, Angled patterns, Eights, Spirals, Left-to-right orientation, Mix of patterns, Review of patterns Once Phonics Teaching has started the following letters will be taught in order of the phonics programme: • Introducing curly caterpillar letters in line with Phase 2 phonics: s, a, d, g, o, c, e, f • Introducing long-legged giraffe letters in line with Phase 2 phonics: t, i, u, l • Introducing one-armed robot letters in line with Phase 2 phonics: p, n, m, k, r, h, b • Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters taught through Phase 2 phonics: s, a, d, g, o, c, e, f, t, i, u, l, p, n, m, k, r, h, b	· We will be encouraging children to talk confidently about themselves and celebrate what makes them unique. **Monkey and Me** • We will be focusing on listening to a story that children may be unfamiliar with. • We will be developing a love for reading by retelling the story within Continuous Provision by using small world, role play activities, and creating our own monkeys in the creative area. • We will be teaching children on how to identify, and then sequence, the main events in a text. **Superhero Like You** • We will be focusing on listening to and enjoying a story about real-life superheroes who help us in our community. • We will be developing a love of reading by retelling the story within Continuous Provision through role play, small world activities, and discussions about people who help us. • We will be teaching children to identify different community helpers, including doctors, nurses, firefighters, police officers, paramedics and vets. • We will be encouraging children to talk about how different people help us and why their jobs are important. • We will be teaching children to hear and identify the initial sounds in the names of different professions. • We will be supporting children to use their phonic knowledge to label pictures of people who help us using initial sounds. • We will be helping children to build their vocabulary by learning and using words such as hero, community, help, safe, care and emergency.

Maths

Match Sort Compare Different Same Manipulatives Shape Colour	**<u>Mastering Number</u>** **<u>(5 weeks)</u>** Subitising within 3 Counting Explore how all numbers are made of 1s Composition of 3 and 4 Subitising objects and sounds	• We will be developing quick number recognition by teaching children to subitise groups of 1, 2 and 3 objects through fast-paced games, Numberblocks activities and practical resources. • We will be teaching children to count accurately and understand that the last number counted tells us how many there are altogether, using songs, rhymes, puppets and hands-on counting challenges.

Size Large Small Bigger Smaller Repeating pattern More Fewer	Language of comparison: more than / fewer than **EET Story Time Unit** **(2 weeks)** SSM STU 1 – Pattern SSM STU 2 – 2D Shapes	• We will be encouraging children to explore numbers through movement and play by counting objects, actions and sounds, including drum beats, claps and classroom treasure hunts. • We will be helping children to represent numbers in different ways using their fingers, dot patterns, Numberblocks and collections of real objects. • We will be teaching children that numbers can be made up of smaller parts, exploring how numbers such as 2, 3 and 4 can be composed through practical activities, stories and investigations with objects. • We will be making learning engaging through partner games, teddy bear picnics, outdoor challenges, pattern-making activities, collecting objects and interactive Numberblocks experiences. • We will be developing children's subitising skills further by recognising quantities to 4, including identifying numbers from dot patterns, finger patterns and sounds without counting. • We will be encouraging children to investigate whether quantities have changed or simply been rearranged through practical games using objects, puppets and spotting challenges. • We will be helping children to compare quantities and use mathematical language such as “more than” and “fewer than” when describing groups of objects. • We will be making learning fun through comparison games with toys, Numberblocks investigations, musical activities, finger games, matching challenges and outdoor play experiences. • We will use the story Simon Sock to explore pattern and the story Circle, Triangle, Elephant to explore 2D shapes within provision
Understanding the World		
Body Human Healthy Excercise Senses Habitat Mammal Reptile Bird Fish Season	The Natural World: **Animals and Humans** • Name parts of the human body. • Know that they need to eat fruit and vegetables to stay healthy and can name some. • To recognise the effect of exercise on my body. • Sort animals that live in: the garden, the farm, the jungle, cold and hot places. • Start to know reptiles, birds and fish lay eggs. • Describe simple lifecycles. (Chick, snake, fish) • Start to know mammals do not lay eggs and are warm blooded. The Natural World: **Seasonal Changes**	The Natural World: **Animals and Humans** • Sing familiar songs such as Heads, Shoulders, Knees and Toes to consolidate learning. • Go on a sensory adventure to explore our 5 senses. • Create healthy food plates within the home corner to promote healthy lifestyle. • Explore different animals using a range of media such as technology, photographs and small world figures. • Share personal experiences of pets, farms and zoos to discuss the different types of animals and their habitats. The Natural World: **Seasonal Changes** • Seasonal walk around immediate locality (the school grounds).

Autumn Weather	Throughout the year we will focus on Seasonal Change by taking walks around our immediate locality (the school grounds) to identify the changes in weather, plants and the season.	• Dress up to be used to discuss appropriate clothing for Autumn. • Autumnal artwork such as bark rubbings, conker painting, and observational drawings of a tree.
Map Route Forward Backward Next to Infront of Behind School	People, Places and Communities: **Our School** • Describe their immediate locality using knowledge from observation, discussion, stories, non-fiction texts and maps. • Become familiar with the school building and grounds, as well as staff members and other children. • Talk about what they see, using a wide vocabulary. • Draw information from a simple map.	People, Places and Communities: **Our School** • Children will be told that they are going to show visitors from other classes their new Reception classroom as a “hook” into the unit. • Children will create basic sketches of their favourite parts of the environment which will then be labelled by an adult to create a basic map and then placed next to a photograph of that area. • Children can use natural materials to represent their favourite part of the outdoor classroom and then placed next to a photograph of that area. •
Church Mosque Mandir Temple Holy Anniversary christening baptism wedding celebration Holy Spirit birthday	Religious Education Why are we all different and special?	By the end of this unit pupils will know that: Christians believe that they are fearfully and wonderfully made by God. Christians believe that each one of us is unique, special and loved. Christians refer to God as the Father, the Son and the Holy Spirit. Christians believe that Jesus is God’s son. Muslims have 99 different names for God. By the end of this unit pupils are expected to be able to: talk about themselves, their likes, dislikes, and what makes them special, talk about feelings they have experience, talk about the names Christians give to God, talk about Muslim prayer beads and how they are used
Expressive Art & Design		
Structure Design Plan Cut	Design and Technology: **Structures** • To create a structure for a set purpose and audience, e.g. a swing, slide or see-saw for baby bear. • Begin to describe what they are going to design and make	Design and Technology: **Structures** • Children will be introduced to baby bear, who will be asking them to create a structure for him to play on.

Join Fold Connect 	• Begin to think about user, e.g. themselves or another person • Use given design criteria to support their ideas • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	• Children will research structures using photographs, videos, and personal experience to discuss and plan their design. • Children will be shown how to develop their skills in cutting and joining within the junk modelling area, and will be encouraged to use critical thinking and teamwork to create their structure.
Sound Noise Instrument Loud Quiet High Low	Music – **Exploring Sound** Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Music – **Exploring Sound** • Explore how their voice and bodies can make different sounds. • Listen to and compare different sounds within their environment. • Explore different instruments and whether they are loud, quiet, high or low. • Create different sounds outside using natural materials.

Prime Areas

The Prime Areas underpin all learning in Early Years and are covered consistently.
The following are the particular focus for this half term, but others will also be covered naturally.

Communication & Language	Physical Development	Personal, Social & Emotional Development
• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	PE Unit: Games - develop basic movement skills like running, hopping, skipping and jumping, learn how to perform skills both individually and with others. • Form positive attachments to adults and friendships with peers. • Move energetically such as running, jumping, dancing, hopping, skipping and climbing. • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Use a range of small tools including: scissors, paintbrushes and cutlery. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Begin to show accuracy and care when drawing.	• Form positive attachments to adults and friendships with peers. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Show sensitivity to their own and to others' needs. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Work and play cooperatively and take turns with others.