

St. Wilfrid's Catholic Primary School Medium Term Planning

Reception Autumn 1 - All about me.

In Literacy we will:

Comprehension

- Retell a story
- Express a preference for stories/rhymes/songs
- Learn word play rhymes and more complex nursery rhymes
- Engage in extended conversations about stories, learning new vocabulary
- Participate in, memorise and perform simple action rhymes.

Word Reading

- Phonics units - 1-4
- Know tricky word - the.
- Blend and segment known sounds for reading and spelling VC, CVC words
- Assisted blending / oral blending throughout the day.
- Begin to listen to and hear sounds in cvc words - assisted segmenting

Writing

- Use some letters in sequence to convey meaning, including CVC words.
- Spell to write vc/cvc words using taught sounds
- Write my name.
- 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
- Begin to write labels.

Key Vocabulary

action rhymes, phonics, sound, blend, good listening, good looking, good sitting

Core books

Super duper you, A super hero like you - Liam Darcy, Super Tato superheroes don't get scared, superheroes don't get scared, Superworm



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, talk

Super heroes



In Physical Development we will:

Physical Development

- 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.
 - Be increasingly independent as they get dressed/undressed - coats and zips
 - Develop overall core strength (apparatus, balance bikes, wheelbarrows)
 - Achieve a good posture when sitting on the floor or at a table
 - Line up and walk in a line
- Parachute games.

PE unit - Gymnastics

Key Vocabulary

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

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<p><u>In Personal, social and emotional we will:</u></p> <ul style="list-style-type: none"> Follow classroom routines including self-help with clothing. Put on and begin to fasten coats independently Follow classroom expectations. Distinguish between healthy food choices and special treats. Build a vocabulary around feelings. Articulate and demonstrate handwashing and food preparation. Show resilience and perseverance at simple tasks <ul style="list-style-type: none"> Ten ten PSHE/RSE scheme. * Know that some children are different from themselves. * Know that hands can be used kindly and unkindly. * Can talk about some special things about themselves. * Can play cooperatively. * Are able to consider other children's feelings <p><u>Key Vocabulary</u> Happy, sad, angry, shocked, excited, Healthy, unhealthy, friend, rules, helpful, choose, good choices, kind hands/feet/mouths</p>	<p><u>In Mathematics we will:</u></p> <p>White rose - Getting to know you</p> <ul style="list-style-type: none"> Key times of the day Class routines Exploring and modelling provision Positional language <p>White rose - Phase 1 - Just like me</p> <ul style="list-style-type: none"> Match and sort. Compare amounts. Compare size, mass and capacity. Exploring pattern. <p><u>Key Vocabulary</u> Morning, afternoon, night, under, on top, behind, in front of, matching, sorting, the same, more, less, long, short, heavy, light, full, empty, pattern, repeating.</p> <p>Associated texts: Six dinner Sid</p>	<p><u>In Understanding the World we will:</u></p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family history Identify similarities and differences - growth from baby, child, adult, grandparent (chronology) Talk about members of their immediate family and community - what jobs do they do Comment on images of familiar situations in the past (home/school) <p><u>Key Vocabulary</u> growing, baby, toddler, child, teenager, adult, grandparents, family, home, school, jobs, helping, emergency, role model, hero, .</p> <p><u>Places we will visit / special visitors to eyfs</u></p> <ul style="list-style-type: none"> Welcome liturgy in St Wilfrids church - walk visitors to school, police, firefighter, nurse, blood bank, mountain rescue, lifeguard. Library - Blyth library - choose a book to read.
<p><u>Expressive Arts and Design we will:</u></p> <ul style="list-style-type: none"> Self portraits Draw with increasing complexity and detail - familiar people from memory Primary colour mixing - what happens when we mix colours. 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. To make marks with a wide range of tools and grip. 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. Copy, memorise and perform a repertoire of simple hand-action song Explore and engage in music making and dance - movement and listening games using different sounds for different movement 	<p><u>Which books will help children secure and think more deeply about the knowledge in this block?</u></p>	<p><u>How will we enhance our continuous provision to extend learning through independent enquiry?</u></p> <p>Home corner / Baby Clinic roleplay - my hero, doctor, police, firefighter, teacher Families/Disability people small world Houses and homes pictures and construction Daily story vote Quality picture books from library linked to topics available in the reading area. Outside areas - writing, maths, construction, mud kitchen, bikes and scooters, growing area, climbing apparatus.</p>

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<ul style="list-style-type: none"> • Tapping rhythms to accompany words - names, objects etc (syllables) <p><u>Key Vocabulary</u> Mum, dad, brother, sister, face, hair, eyes, nose, lips, mouth, ears, tongue, hair, glasses, arms, legs, colours, red, yellow, blue, music, pulse, tap, syllables, clap.</p>		
<p><u>We will involve our families in our learning by</u> Homework activities. Phonics workshops Reading workshops Meet the teacher night Tapestry</p>	<p><u>Which strategies and interventions are we using to support our learners this half term?</u> Pre-teaching vocabulary approach Ensure all children participate in trips and experiences Visual Timetables Visual prompts to support access to continuous provision</p>	<p><u>Which visits, visitors and experiences will we organise to help secure children's knowledge?</u> Forest School Cookery - firepit Buddy liturgy in church.</p>

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Week 1 settling in rules of the unit meeting the staff finding our feet	Week 2	Week 3	Week 4	Week 5	Week 6
Phonics - N R - Unit 1 initial code	Phonics	Phonics	Phonics	Phonics	Phonics
Literacy N - R -	Literacy	Literacy	Literacy	Literacy	Literacy
Maths N - R -	Maths	Maths	Maths	Maths	Maths
PE N - R -	PE	PE	PE	PE	PE
UW N - R -	UW	UW	UW	UW	UW
EAD N - self portraits in pencil R - self portraits in pencil	EAD	EAD	EAD	EAD	EAD
PSHE N - R -	PSHE	PSHE	PSHE	PSHE	PSHE

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Forest school N - R -	Forest school				
Homework	Homework	Homework	Homework	Homework	Homework

Continuous Provision -