

| Reception Medium Term Planning-Autumn | | | | | | | | | | | | |
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| | <u>Early Reading</u> | | <u>Early Writing</u> | | | | | | | | | |
| | <u>Communication and Language</u> | | <u>Expressive Art and Design</u> | | <u>Physical Development</u> | | <u>PSED</u> | | | <u>Understanding the World</u> | | |
| <u>Autumn Term</u> | <u>Listening, Attention and Understanding</u> | <u>Speaking</u> | <u>Being Imaginative and Expressive</u> | <u>Creating with Materials</u> | <u>Fine Motor</u> | <u>Gross Motor</u> | <u>Self-Regulation</u> | <u>Managing Self</u> | <u>Building Relationships</u> | <u>People, Cultures and Communities</u> | <u>The Natural World</u> | <u>Past and Present</u> |
| | Listens with attention | Public Speaking | Listen | Explore | Pencil Grip | Space | Understanding own feeling and regulate behaviour | Healthy eating and personal hygiene | Work and play with other | Our immediate environment | Animals and Plants | People around us |
| | Knows how to listen and why it is important. | Can listen and comment when working in a small group | Listens to and recognises instrumental noises. | Explores and creates with smaller scale materials such a sequins and offcuts of materials and textiles. | | Can ascend and descend onto a bench using strength to push themselves up. | Can separate from parent/carer at the playground and walk into the school building when led by a teacher. | Shows an understanding of why exercise is good for our minds and bodies. | Works in a small group to role-play familiar roles and jobs that adults do. | Know that Grangetown is a town and begins to discuss it features e.g. local shops, church, community centre, parks, etc. | Can describe what tree, grass and flowers look like, taste like, feel like and smell like. | Can discuss the members of their family and what they do to help them or other people (jobs) |
| | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories | Can describe something they have done using key words | Listens to a range of music including modern and classical and can discuss if the music sounds 'happy' or 'sad' | Explore the art work of artists and can say whether they like their work or not and what they like of do not like. With support can imitate artists work. Tony Ross (linework and simple illustrations) | Using small tools | Can explain what a space is (a free space is a play with no person or object so that they will not physically touch anything or anyone) and how to find one. | Can separate from parents confidently and complete a morning task. | Can manage own toileting needs independently. | Has many friends and enjoys sharing experiences with them. | Can name features on a simple map such as trees, school building. Can name the road and town that our school is located in. | Draws pictures of what they have observed, considering the size, colour and shape of the object. | Can name and talk about people in society including a priest, shop keeper, etc and can match them to the building that they work in. |
| | Is able to focus attention but may change their focus of attention. | Explanation | Listens to range of music and with support can begin to move their bodies in time to the music. | Explores the art work of artist and may try to use techniques the artist have used to create their own art work. | Can cut along a line. | Can find a sitting space but may not always be able to find a space when moving. | Solve problems | Talks about a healthy diet and why certain foods are better in moderation. | Develop care and concern for others | Can draw their own simple maps and use them in their play. | Processes and changes | Can use photographs to talk about children's memories of things that have happened before. Discuss |

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| | | | | | | | | | | | | what they can do now that they couldn't do before and how they have changed and grown |
| | Listens to familiar stories with increasing recall. | Develops social phrases. | Compose and Performing | Make and share | Drawing and writing | Begins to check their shoulders looking for space to move into when changing direction. | Can talk to other children to solve conflicting arguments and with support can wait for their turn when they cannot get their own way after discussions. | Can independently sort food into different categories. | Can discuss the features of a good friend e.g being kind, helping others, not shouting at people etc. | Life in this country and in others | Plays outside regularly and takes appropriate risks with the equipment that they have thinking about the weather and their own safety. | People who help us |
| | Shows Understanding | Uses talk to explain what is happening and anticipates what might happen next | Can confidently sing a song in a group or independently (the song maybe a current song in the charts) | Can use a variety of straight and curved lines to represent objects, such as a flower, or a tree. | Can hold a paintbrush to paint recognisable pictures. | Take part in a basic obstacle course exploring how to travel around, over, under and through obstacles so that they do not touch them. | Follows instructions | Can dress self but may need help with buttons, clasps, buckles, shoe laces. | If another child is feeling sad, can show empathy and try to cheer them up. | Knows that a country is a place that you can visit and can be far away. Begins to discuss how you could travel to a different country. Uses their own experiences of going on holiday. | Comments on the weather around them and discuss how this effects the environment around them e.g. sun to help the plants grow. | The Past |
| | Listen effectively to follow instructions of 3 steps | Expression | Can begin to change their voices while singing to include a high and low pitch. | Can draw a recognisable person with added details such as glasses, the correct hair colour, shoes and some clothing, | May need support with buttons when dressing | Uses their senses to check the spaces that they are moving into to try and avoid objects and other people. | Works on and complete teacher directed challenges during independent choosing time | Understands why grooming self is important and can talk about what might happen if they do not groom self. | Build positive relationships | Discusses their own life, where they live, how they travel to school, what they eat. | Knows that solids such as ice will melt when its gets hotter. | Can use photographs to talk about children's memories of things that have happened before. Discuss what they can do now that they couldn't do before and how they have changed and grown |
| | Begins to understand <i>why</i> and <i>how</i> questions | Can use plurals correctly | Can sing along to the melody of a | Chooses to go into the paint area, writing | Emergent Writing | Strength Balance and Co-ordination | | Understands right and wrong | Initiates conversations, taking | Religious and cultural communities | Materials | |

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| | | when speaking. | rhyme or a familiar song. | area or workshop areas to create something that express their feelings. | | | | | into account what others say. | | | |
| | Asks why questions after listening to a story. | Connect one idea or action to another using a range of connectives. | Engages in small world or role-play using an object to represent something else e.g pieces of wool to be worms, or spaghetti. | Use | | Can hop and skip around a space, using continuous movements. | | Explains why we have rules and can follow them most of the time. | Has a small friendship group but will work and play with lots of children. | Can look at images of different family set ups and talk about their family set and how we are all loved. | | |
| | Holds Conversation | Can use tenses correctly when speaking. | Can sing a song in front of a small audience (teachers in the classroom) | | | Begins to move in time to the music exploring the space around them. | | Can decide if and when someone has broken a rule- can distinguish between right and wrong and can explain the consequence of breaking or following a rule. | | Celebrates Chinese New Year and discussing how this cultural event is different from our own. | | |
| | Will respond to a questions and then have further conversation on topic from that question | | Sings a range of songs and rhymes confidently in larger and smaller groups and independently. | | | Can balance a beanbag on one hand, with a full-extended arm whilst walking around a room at various paces and direction. | | Develop confidence and resilience | | Recognises that Jesus is a special person and can talk about his role in the Christmas and Easter Story. | | |
| | | | Appraise | | | Knows that they must turn their head to look around the space to move backwards. | | Works safely and independently on a range of challenging tasks including taking risks inside and outside. | | Can talk about the church as a special place for Christians to go to celebrate Christmas and Easter focusing on the colours of church. | | |
| | | | Watch professionals performing and discusses how that makes them feel. | | | Energetic Movements | | Assemble and tidy up resources needed independently. | | Can talk about the Christmas Story and the way Christians celebrates Christmas e.g Advent ring, colours in church. | | |
| | | | Is able to say how what they have seen or heard has made them feel. | | | Start to use arms when running to increase speed and balance | | Is interested in new activities within the classroom and will explore the, confidently. | | Knows that some people do not celebrate Christmas and Easter as Christians do. Read one story from another faith (Jewish or | | |

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| | | | | | | | | | | Jevhovah witnesses). | | |
| | | | | | | When asked can move around the space at different speeds in a controlled way.eg. walking, jogging, sprinting | | Enjoys carrying out task within the classroom and is proud of their work. | | Knows that not everyone celebrates Christmas as Christians do and that some people do not give gifts on Christmas day. | | |
| | | | | | | Explore crawling on all fours. Can move in different directions when crawling. | | | | | | |
| | | | | | | Participates in regular, physical exercise-sometimes designing own games. | | | | | | |
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| | | | | | | Independently display confidence following simple rules, when participating in team games. | | | | | | |
| | | | | | | Most of the times jumps and lands using both feet and sometimes will use correct bent legs. | | | | | | |
| | | | | | | Healthy bodies | | | | | | |
| | | | | | | Can name three different body parts (shoulders, glutes, core) and what they do to support out body. | | | | | | |
| | | | | | | Demonstrates activities to engage their | | | | | | |

[illegible]