Reception - Ourselves & People Who Help Us - Medium Term Planning - Autumn 1 (2024/25)

Wee	PSED	Communic	Physic	Literacy	Phonics	Mathematics	Underst	Express	Forest	C ₀ ETL
k		ation and	al				anding	ive	School	
		Language	Develo				of the	Arts		
			pment				World	and		
								Design		
1	Circle	Sing a	Use	Make marks on their	Develop their	*Phase 1- Match*	3-day	Explore	3-day	Creating and
	time-	large	one-	picture to stand for	phonological	Develop fast recognition of	week.	colour	week.	Thinking Critically-
02.0	chn to	repertoir	hande	their name (Birth-3yrs	awareness, so that	up to 3 objects, without		and		Take part in simple
9.24	introd	e of	d tools	olds)	they can:	having to count them		colour-		pretend play. For
	uce	songs (3-	and	Write some or all their	-recognise words with	individually (subitising) (3-		mixing		example, they
	thems	4yr olds)	equip	name (3-4yr olds)	the same initial sound,	4yr olds)		(3-4yr		might use an object
	elves	Listen	ment,	Challenge: Spell words	such as money and	Say one number for each		olds)		like a brush to
	to	carefully	for	by identifying the	mother	item in order: 1, 2, 3, 4, 5 (3-		Explore,		pretend to brush
	each	to	examp	sounds and then	(3-4yr olds).	4yr olds)		use and		their hair, or 'drink'
			le,	writing the sounds	Letters and Sounds	Challenge: Recite numbers		refine a		from a pretend
	other	rhymes	makin	with letter/s	and Bug Clun Phonics.	past 5 (3-4yr olds)		variety		cup.
	and	and	g snips	(Reception)	Phase 1, aspect 7	Watch Numberblocks-		of 		Home Corner role
	say	songs,	in	Chn to draw a picture	recap. Oral blending	https://www.bbc.co.uk/ipla		artistic		play area.
	somet	paying	paper	of themselves and write their name.	and segmenting of the	yer/episode/b08cr24d/num		effects		
	hing	attention	with		sounds s a t p i n	berblocks-series-1-how-to-		to		
	about	to how	scissor	Challenge: Draw and write names of family	Tuning into sounds	count		express their		
	thems	they	s (3-	members.	Turning into Sourius	Show chn a set number of		ideas		
	elves.	sounds	4yr olds)	members.		objects. Chn to match and		and		
		(Recepti	Develo			get the same. Ask key		feelings		
		on)Learn	p their			questions-		(Recepti		
		rhymes,	small			https://wrm-		on)		
		poems	motor			13b48.kxcdn.com/wp-		Colour		
		and	skills			content/uploads/2021/02/P		mixing		
		songs	so that			hase-1-Just-like-me.pdf		and		
		(Recepti	they			Challenge: Count the objects		handpri		
		on)	can			beyond 5 as they match.		nts.		
		UII)	use a							
			0.00 W							

Cin a ra	ango			
	ange	* DI 4 B4 . I *		
116113617		* Phase 1- Match*		
Illyllies	ools			
	ompe	Develop fast recognition		
	ently,	of up to 3 objects, without		
	afely	having to count them		
	nd	individually (subitising) (3-		
	onfid	4yr olds)		
	ntly.	.,,		
	ugges	Say one number for each		
te				
	ools:	item in order: 1, 2, 3, 4, 5		
	encils	(3-4yr olds)		
fol				
	rawin	Challenge: Recite numbers		
	and	past 5 (3-4yr olds)		
Wr	vriting			
,		Matching pairs game with		
	aintb	numerals up to 5.		
ru	ushes	·		
,		Challenge: Count the		
	cissor	objects beyond 5 as they		
S,		match.		
	nives,	matti.		
	orks			
	nd			
sp	poon			
S				
	Recep			
	ion)			
Cu	ut			
ou	ut			
ha	andp			
rin	int.			

2	Talk	Enjoy	Ве	Add some marks to	Develop their	* Phase 1- Match*	*See	Listen	*Unders	Creating and
	about	listening	increa	their drawing, which	phonological		forest	with	tanding	thinking critically –
09.0	their	to longer	singly	they give meaning to.	awareness, so that	Develop fast recognition of	school	increase	the	take part in simple
9.24	feeling	stories	indepe	For example: "That	they can:	up to 3 objects, without	activity.	d	World	pretend play. For
	s using	and can	ndent	says mummy." (Birth-		having to count them	*	attentio	objectiv	example, children
	words	remembe	in	3yr olds)	-recognise words with	individually (subitising) (3-		n to	e and	may use objects
	like	r much of	meetin	Use some of their	the same initial sound,	4yr olds)		sounds	activity*	such as a sponge to
	'happy	what	g their	print and letter	such as money and			(3-4yr		pretend to wash
	,	happens	own	knowledge in their	mother	Say one number for each		olds)		the dishes or
	'sad',	(3-4yr	care	early writing. For		item in order: 1, 2, 3, 4, 5 (3-			Use all	'drink' from a
	angry'	olds)	needs,	example: writing a	(3-4yr olds)	4yr olds)		Explore	their	cup.
	or	Engage in	e.g	pretend shopping list				and	senses	
	ʻworri	story	brushi	that starts at the top	Letters and Sounds	Recite numbers past 5 (3-4yr		engage	in	Home corner, role
	ed.'(3-	times	ng	of the page; write 'm'	and Bug Club Phonics.	olds)		in music	hands-	play area.
	4yr	(Receptio	teeth,	for mummy (3-4yr	Phase 1, aspect 7			making	on	
	olds)	n)	using	olds)	recap. Oral blending	Challenge: Subitise		and	explorat	
	Begin	Story	the	Write some letters	and segmenting of the	(Reception)		dance,	ion of	
	to	time.	toilet,	accurately (3-4yr olds)	sounds s a t p i n			perform	natural	
	unders		washin	Spell words by		Watch Numberblocks-		ing solo	material	
	tand		g and	identifying the sounds	LS-Listening and	https://www.bbc.co.uk/ipla		or in	s (3-4yr	
	how		drying	and then writing the	remembering sounds	yer/episode/b08dnngm/nu		groups	olds)	
	others		their	sounds with letter/s	(Monday and Tuesday	mberblocks-series-1-		(Recepti		
	might		hands	(Reception)	AM)	<u>stampolines</u>		on)	Begin to	
	be		thorou	Draw toys/things that					underst	
	feeling		ghly.	are important/special	LS-Say the sounds	Find matching pairs with		Explore	and the	
	(3-4yr		(3-4yr	to them.	(Wednesday and	subitise cards. What		body	need to	
	olds)		olds)	Challenge: Write	Thursday AM)	number does that card		percussi	respect	
	Identif		Know	initial		represent? Chn to count or		on, such	and care	
	y and		and	Add some marks to	Recap of phase 1	subitise.		as	for the	
	moder		talk	their drawing, which				clapping	natural	
	ate their		about	they give meaning to.		Challenge: Subitise up to 5.		their	environ	
			the	For example: "That				hands,	ment	
	own		differe					stampin	and	

feeling	nt	says mummy." (Birth-		g their	living	
S	factors	, ,		feet and	things	
sociall	that	Use some of their	* Phase 1- Match*	patting	(3-4yr	
y and	suppor	print and letter		their	olds)	
emoti	t their	knowledge in their	Develop fast recognition	legs.		
onally	overall	early writing. For	of up to 3 objects, without		Explore	
(Recep	health	example: writing a	having to count them		the	
tion)	and	pretend shopping list	individually (subitising) (3-		natural	
Expres	wellbe	that starts at the top	, ,		world	
s their	ing:	of the page; write 'm'	4yr olds)		around	
feeling	-	for mummy (3-4yr			them	
s and	regula	olds)	Say one number for each		(Recepti	
consid	r	Write some letters	item in order: 1, 2, 3, 4, 5		on)	
er the	physic	accurately (3-4yr olds)	(3-4yr olds)			
feeling	al	Spell words by			Explore	
s of	activit	identifying the sounds	Recite numbers past 5 (3-		the FS	
others	У	and then writing the	4yr olds)		area	
	-	sounds with letter/s			and	
(Recep	health	(Reception)	Challenge: Subitise		discuss	
tion)	У	Label parts of the	(Reception)		rules	
Show	eating	body using initial	(neception)		and	
chn	-	sounds	Watch Numberblocks-		expecta	
differe	toothb	Challenge: To write			tions.	
nt	rushin	CVC words	https://www.bbc.co.uk/i			
emoti	g		player/episode/b08dnng			
on	-		m/numberblocks-series-			
faces.	sensibl		<u>1-stampolines</u>			
How	е					
are	amoun		Find matching pairs with			
they	ts of		subitise cards. What			
feeling	'scree		number does that card			
?	n		represent? Chn to count			
When	time'		or subitise.			
have			or subitise.			

you	-		Challenge: Subitise up to		
felt	having		5.		
like	a good		3.		
this?	sleep				
How	routin				
do you	е		* Phase 1- Sort*		
feel	-being		Filase 1- Soit		
now?	a safe		Compare sizes, weights		
	pedest				
	rian		etc. Using gesture and		
	(Recep		language-		
	tion)D		'bigger/little/smaller,'		
	emons		'high/low', 'tall', 'heavy'.		
	trate		(Birth- 3 yr olds)		
	how				
	and		Make comparison		
	why to wash		between objects relating		
	our		to size, length, weight and		
	hands		capacity (3-4 yr olds)		
	proper				
	ly. Chn		Challenge: Compare		
	to		length, weight and		
	have a		capacity (Reception)		
	go.				
			Chn to sort different		
			objects into groups given		
			by adult or to sort into		
			their own groups without		
			prompt		
			Challenge: To identify the		
			odd one out in a group.		
			<u> </u>		

		* Phase 1- Sort* Develop fast recognition of up to 3 objects, without having to count them individually (subitising) (3-4yr olds) Say one number for each item in order: 1, 2, 3, 4, 5 (3-4yr olds) Challenge: Select, rotate and manipulate shapes to develop spatial reasoning skills (Reception) Children to sort compare bears and shapes. Count to make sure there are the same number in each		
		group. Challenge: To identify the odd one out in a group.		

n	n) Act out	move	Read 'Funny bones to	Compare sizes, weights etc.	. Discuss	Explore	ideas	Wet sand and
Arms.	'Funny	ment	chn and talk about	Using gesture and language-	and link	and	about	gravel. Provide chn
	Bones'sto	skills	concepts of print.	'bigger/little/smaller,'	to	represe	how to	with buckets,
	ry map .	they		'high/low', 'tall', 'heavy'.	where	nt	use	spades. Can they
		have	Challenge: chn to read	(Birth- 3 yr olds)	chn live.	differen	them	move sand from
		alread	key cvc words linked		Chn to	t	and	one container to
		У	to the story	Make comparison between	draw	feelings	what to	another?
		acquir		objects relating to size,	their	using	make	another:
		ed:	Add some marks to	length, weight and capacity	house/si	instrum	(3-4yr	
			their drawing, which	(3-4 yr olds)	mple	ents.	olds)	
		-	they give meaning to.		map.	Talk		
		rolling	For example: "That	Challenge: Compare length,		about	Return	
			says mummy." (Birth-	weight and capacity		their	to and	
			3yr olds)	(Reception)		chosen	build on	
		-				feelings	their	
		crawli	Use some of their	Read 'Squash and a		and why	previous	
		ng	print and letter	Squeeze.' Chn to retell the		they	learning	
			knowledge in their	story using small world		have	,	
		-	early writing. For	props. Chn to describe how		used	refining	
		walkin	example: writing a	the house feels as the story		those	ideas	
		g	pretend shopping list	progresses.		sounds	and	
			that starts at the top			to	developi	
		-	of the page; write 'm'	Challenge: To use		represe	ng their	
		jumpin	for mummy (3-4yr	appropriate language.		nt.	ability	
		g	olds)				to	
							represe	
		-	Write some letters				nt them	
		runnin	accurately (3-4yr				(Recepti	
		g	olds)				on)	
							- 10	
		-	Spell words by				Self	
		hoppin	identifying the sounds				portraits	
		g	and then writing the				using	
							paper,	

	-	sounds with letter/s			pens	
	skippin	(Reception)			and	
	g	Day of the second			natural	
		Draw pictures of			material s found	
	- climbi	character from Funny Bones and write			in the FS	
	ng	initial sound			area.	
	(Recep	Challenge: Write CVC			aica.	
	tion)	words				
	,					
	Play					
	'Follo					
	w	Add some marks to				
	Leader	their drawing, which				
	' game					
	with	For example: "That				
	action	says mummy." (Birth-				
	cards.	3yr olds)				
	Other childre	The second of the sta				
	n to	Use some of their				
	сору	print and letter knowledge in their				
	and	early writing. For				
	do.	example: writing a				
		pretend shopping list				
		that starts at the top				
		of the page; write 'm'				
		for mummy (3-4yr				
		olds)				
		Write some letters				
		accurately (3-4yr				
		olds)				

				Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Funny Bones speech bubbles Challenge: Write						
4	Show	Be able to	Are	*Reception Baseline	Read individual letters	*Reception Baseline	Begin to	Sing the	Create	Playing and
4	more	express a	increa	Assessments*	by saying the sounds	Assessments*	make	melodic	closed	Exploring-Make
23.0	confid	point of	singly	7.0303311101110	for them (Reception)	, isoessiments	sense of	shape	shapes	independent
9.24	ence	view and	able	*Speech and Language	())	*Speech and Language	their	(moving	with	choices. Do things
7.51	in new	to debate	to use	Assessments*	Letters and Sounds	Assessments*	own	melody,	continu	independently that
	social	when	and		and Bug Club Phonics.		life-	such as	ous line	they have been
	situati	they	reme		Phase 2, week 1.		story	up and	and	previously taught
	ons (3-	disagree	mber		Teach set 1 letters- s a		and	down,	begin to	, ,
	4yr	with an	seque		tp		family's	down	use	Self-portraits using
	olds) S	adult or a	nces				history	and up)	these	paper plates and
	ee	friend,	and		Briefly practise oral		(3-4yr	of	shapes	creative resources.
	thems	using	patter		blending and		olds)	familiar	to	
	elves	words as	ns of		segmentation			songs	represe	Active Learning-
	as a	well as	move				Comme	(3-4yr	nt	Begin to correct
	valuab	actions	ments				nt on	olds)	objects	their mistakes
	le	(3-4yrs	which				images		(3-4yr	themselves. For
	individ	old)	are				of	Listen	olds)	example, instead of
	ual		relate				familiar	attentiv		using increasing
	(Recep	Articulate	d to				situatio	ely,	Create	force to push a
	tion) S	their	music				ns to	move to	collabor	puzzle piece into a
	peak	ideas and	and				the past	and talk	atively	slot, they try
	in	thoughts	rhyth					about	sharing	

	front	in well-	m (3-4				(Recepti	music,	ideas,	another piece to
	of	formed	yr				on)	expressi	resourc	see if it will fit.
	group	sentences	olds)P					ng their	es and	
	and	(Receptio	rogres				Chn to	feelings	skills	Tweezers and
	tell	n)'Guess	S				bring in	and	(Recepti	marble putting into
	others	who	towar				old and	respons	on)	different
	somet	game.' In	ds a				recent	es		containers, ice
	hing	turns chn	more				photogr	(Recepti	Use	cube trays, tees.
	they	to stand	fluent				aphs of	on)	natural	
	are	in front of	style				special		material	
	good	the class.	of				family	Sing	s to	
	at.	Chn to	movin				events	'head,	make a	
		explain	g, with				and	shoulde	model/p	
		answers.	develo				family	rs,	icture of	
			ping				member	knees	their	
			contro				S.	and	homes.	
			l and				Discuss	toes'		
			grace (Recep				differen	with		
			tion)				ces.	actions.		
			tionj							
			Cosmi							
			c Kids							
			Yoga							
			1084							
5	Select	Develop	Contin	Add some marks to	Blend sounds into	* Phase 1- Compare size,	Show	Take	*Expres	Active Learning-
	and	their	ue to	their drawing, which	words, so that they	mass and capacity*	interest	part in	sive Arts	Review their
30.0	use	communi	develo	they give meaning to.	can read short words		in	simple	and	progress as they try
9.24	activiti	cation,	p their	For example: "That	made up of known	Compare sizes, weights etc.	differed	pretend	Design*	to achieve a goal.
	es and	but may	move	says mummy." (Birth-	letter-sound	Using gesture and language-	occupati	play,		Check how well
	resour	continue	ment,	3yr olds)	correspondences	'bigger/little/smaller,'	ons (3-4	using an		they are doing
	ces,	to have	balanc	Use some of their	(Reception)			object	Develop	
	with	problems	ing,	print and letter				to	their	

help	with	riding	knowledge in their	Letters and Sounds	'high/low', 'tall', 'heavy'.	year	represe	own	Puzzles
when	irregular	(scoot	early writing. For	and Bug Clun Phonics.	(Birth- 3 yr olds)	olds).	nt .	ideas	
neede	tenses	er,	example: writing a	Phase 2, week 2.			somethi	and	
d. This	and	trikes	pretend shopping list	Teach set 2 letters- i n	Make comparison between	Talk	ng else	then	
helps	plurals,	and	that starts at the top	m d	objects relating to size,	about	even	decide	Active Learning-
them	such as	bikes)	of the page; write 'm'		length, weight and capacity	member	though	which	Use a range of
to	'runned'	and	for mummy (3-4yr	Briefly practise oral	(3-4 yr olds)	of their	they are	material	strategies to reach
achiev	for 'ran,'	ball	olds)	blending and		immedi	not	s to use	a goal they have
e a	'swimme	skills	Write some letters	segmentation.	Challenge: Compare length,	ate	similar	to	set themselves
goal	d' for	(3-4yr	accurately (3-4yr		weight and capacity	family	(3-4yr	express	
they	'swam.'	olds)	olds)	Begin to read words	(Reception)	and	olds)	them (3-	Who can mak
have	(3-4 yr		Spell words by	with letters learnt so		commu		4yr	
chose	olds)	Furthe	identifying the sounds	far.	Read "Dear Zoo' and discuss	nity	Develop	olds)	e the tallest
n, or		r	and then writing the		the different sizes of the	(Recepti	storylin		tower? Chn to
one	Connect	develo	sounds with letter/s	High frequency words-	boxes and the animals. Have	on).	es in	Explore	have a choice of
which	one idea	p and	(Reception)	is it	a collection of different		their	differen	construction
is	or action	refine	Draw pictures of		sized boxes and laminated	Name	pretend	t	resources to use
sugges	using a	а	people who help us		zoo animals. Which animals	and	play	material	
ted to	range of	range	and write initial		should go in which box and	describe	(Recepti	s freely,	
them	connectiv	of	sounds		why?	people	on)	in order	
(3-4 yr	es	balls	Challenge: To label			who are		to	
olds)	(Receptio	skills	people words		Challenge: To use	familiar	Play in	develop	
	n)Show	includi			appropriate language	to them	new	their	
Show	chn	ng:	Add some marks to			(Recepti	'Dentist'	ideas	
resilie	photos	throwi	their drawing, which			on).	role play	about	
nce	'people	ng,	they give meaning to.				area.	how to	
and	who help	catchi	For example: "That		* Phase 1- Measure and	Look at		use	
persev	us.'	ng,	says mummy." (Birth-		patterns*	pictures		them	
erance	Discuss	kicking	3yr olds) Use some of their			on		and	
in the	what they	,			Compare sizes, weights	Purple		what to	
face of	do. Have	passin	print and letter		etc. Using gesture and	Mash		make	
challe	they ever	g,	knowledge in their			and		(3-4yr	
nge	been	battin	early writing. For example: writing a		language-	discuss		olds)	
	helped by	g, and	example: writing a		'bigger/little/smaller,'	roles of			

Irosa	one of	aimina	protond channing list	(high/land (hall (has a	'noonle	Return	
(rece	them?	aiming	pretend shopping list	'high/low', 'tall', 'heavy'.	'people who	to and	
tion)	tnem?	(Recep	that starts at the top	(Birth- 3 yr olds)			
D		tion)	of the page; write 'm'		help us.'	build on	
Pictu			for mummy (3-4yr	Make comparison		their	
es of		Throwi	olds)	between objects relating		previous	
'peo _l		ng and	Write some letters	to size, length, weight and		learning	
e wh		catchi	accurately (3-4yr	capacity (3-4 yr olds)		,	
help		ng	olds)	σαρασίες (5 . γ. σ.ασ,		refining	
us' c	ıt	equip	Spell words by	Challenge: Compare		ideas	
up		ment.	identifying the sounds	•		and	
into			and then writing the	length, weight and		developi	
puzz			sounds with letter/s	capacity (Reception)		ng their	
s. Ch	1		(Reception)			ability	
to			Draw one 'people who	Chn to have play dough		to	
work			help us' and their	and make different sized		represe	
toge	h		equipment that they	balls. Which is		nt them	
er to			use/have. Write initial	bigger/smaller? Can you		(Recepti	
comp	d e		sounds.	make a bigger/smaller one		on).	
ete.			Challenge: Write	than that ball?			
			words	than that ball:		Bracelet	
						s using	
				Challenge: Chn to		masking	
				measure play dough balls		tape	
				using the balance scales.		and	
				Can you get the scales to		natural	
				balance?		material	
						S.	
						3.	
				*51			
				* Phase 1- Measure and			
				patterns*			

						Extend and create ABAB patterns – stick, leaf, stick, leaf (3-4 yr olds) Notice and correct an error in a repeating pattern (3-4 yr olds) Challenge: Continue, copy and create repeating patterns (Reception) Use actions to continue a AB pattern. Clap hands, pat knees, clap hands etc. Challenge: Chn to correct a mistake in a AB pattern.				
6 07.1 0.24	Becom e more outgoi	Understa nd 'why' questions , like:	Be increa singly indepe	Understand the five key concepts about print:	Blend sounds into words, so that they can read short words made up of known	*Phase 1- Measure and patterns*	Show interest in differen	Explore differen t material	*Physica Develop ment	Playing and Exploring- Reach for and accept objects. Make

ng	"Why do	ndent	-print has meaning	letter-sound	Extend and create ABAB	t	s freely,	activity*	choices and
with	you think	in		correspondences	patterns – stick, leaf, stick,	occupati	in order	Use	explore different
unfa	n the	meetin	-print can have	(Reception)	leaf (3-4 yr olds)	ons (3-	to	one-	resources and
iliar	caterpilla	g their	different purposes			4yr	develop	handed	materials
peop	le got so	own		Read simple phrases	Notice and correct an error	olds)	their	tools	
, in t	ne fat?"	needs,	-the names of the	and sentences made	in a repeating pattern		ideas	and	Loose parts
safe		e.g	different parts of a	up of words with		Talk	about	equipm	
cont	ex (3-4yr	brushi	book	known letter-sound	(3-4 yr olds)	about	how to	ent, for	Creating and
t of	olds)	ng		correspondences and,		member	use	example	thinking critically-
their		teeth,	-page sequencing (3-	where necessary, a	Continue, copy and create	s of	them	, making	Know more, so feel
setti	ng Understa	using	4yr olds)	few exception words	repeating patterns	their	and	snips in	confident about
(3-4)	r nd how t	the		(Reception)	(Reception)	immedi	what to	paper	coming up with
olds)	listen	toilet,	Engage in extended			ate	make	with	their own ideas.
	carefully	washin	conversations about	Letters and Sounds	Watch Numberblocks-	family	(3-4yr	scissors	
Build	and why	g and	stories, learning new	and Bug Clun Phonics.	https://www.bbc.co.uk/iplay	and	olds)	(3-4yr	Make more links
cons	r listening	drying	vocabulary (3-4yr	Phase 2, week 3.	er/episode/b0bp2t8d/numb	commu		olds)	between those
uctiv	e is	their	olds)	Teach set 2 letters- g o	erblocks-series-3-pattern-	nity	Return		ideas.
and	importan			c k	<u>palace</u>	(Recepti	to and	Develop	
resp	c (Reception		Challenge: Read			on)	build on	their	Pictures of
tful	n	ghly	sounds into words, so	Briefly practise oral	Chn to continue a repeating	Name	their	small	different uniforms
relat		(3-4yr	that they can read	blending and	AB pattern using coloured	and	previous	motor	and objects. Match
nship		olds)	short words made up	segmentation. Read	blocks	describe	learning	skills so	together. Which
(Rec	p new		of known letter-sound	words with letters		people	,	that	'person who helps
tion)	vocabula		correspondences	learnt so far and begin	Challenge: Chn to create	who are	refining	they can	us' do they belong
	У	health	(Reception)	to read captions. Oral	their own repeating AB	familiar	ideas	use a	to?
'Peo				segmentation for	pattern	to them	and	range of	
e wh	o n)	choice	Read Charlie the	spelling.		(Recepti	developi	tools	
help		S	Firefighter story to		*Phase 2- Representing 1, 2,	on)	ng their	compet	
us'	'People	about	children and look	High frequency words	3* Link numerals and		ability	ently,	
Nurs			through key features	– and	amounts: for example,	Thinking	to	safely	
talk.	us' visito		of a story.		showing the right number of	about	represe	and	
Be	in school	activit			objects to match the	'people	nt them	confide	
confi		y and				who		ntly.	
ent,	about	toothb				help us'		Suggest	

good	their job	rushin	Add some marks to	numeral, up to 5 (3-4 yr	and	(Recepti	ed tools:	
behavi	role.	g (3-	their drawing, which	olds)	their	on)	pencils	
our		4yr	they give meaning to.	,	jobs.	,	for	
and		olds)	For example: "That	Experiment with their own	What	Make	drawing	
speak			says mummy." (Birth-	symbols and marks as well as	other	'someon	and	
to the		Know	3yr olds)	numerals (3-4 yr olds)	jobs are	e who	writing,	
visitor		and			there?	helps us	paintbru	
with		talk	Use some of their	Challenge: Count objects,		out of	shes,	
confid		about	print and letter	actions and sounds		playdou	scissors,	
ence.		the	knowledge in their	(Reception)		gh)	knives,	
		differe	early writing. For				forks	
		nt	example: writing a	Read- One Bear At Bedtime			and	
		factors	pretend shopping list	by Mick Inkpen. Chn to draw			spoons	
		that	that starts at the top	1, 2, 3 objects to represent			(Recepti	
		suppor	of the page; write 'm'	what they might take to			on)	
		t their	for mummy (3-4yr	bed.				
		overall	olds)				Painting	
		health		Challenge: Count how many			the trees with	
		and	Write some letters	objects they have drawn			mud.	
		wellbe	accurately (3-4yr	altogether.			maa.	
		ing:	olds)					
				Phase 2- Representing 1, 2,				
		-	Challenge: Spell words	3*				
		regula	by identifying the					
		r	sounds and then	Link numerals and amounts:				
		physic	writing the sounds	for example, showing the				
		al	with letter/s	right number of objects to				
		activit	(Reception)	match the numeral, up to 5				
		У	Distance limber of the Alice	(3-4 yr olds)				
			Picture linked to the					
		- health	fireman visit. Chn to	Experiment with their own				
			recount and write	symbols and marks as well as				
		У		numerals (3-4 yr olds)				

	eating	initial sounds for	Count objects, actions and		
	J	words.	sounds (Reception)		
	-	Challenge: chn to	Challenge: Subitise		
	toothb	write words.	(Reception)		
	rushin				
	g		Piece of paper divided into 3.		
			Children to place objects/draw to represent		
	sensibl		each number in a variety of		
	e		ways.		
	amoun		•		
	ts of		Challenge: Chn to subitise		
	'scree		with objects up to 3.		
	n ,				
	time'				
	having				
	a good				
	sleep				
	routin				
	е				
	L				
	-being				
	a safe pedest				
	rian				
	. 1011				
	(Recep				
	tion)				
	Talk				
	about				

			differe d ways to keep health y.							
7	Build	Understa	*See	Add some marks to	Blend sounds into	*Phase 2- It's me, 1, 2, 3*	Show	Explore	*Physica	Playing and
	constr	nd 'why'	forest	their drawings, which	words, so that they		interest	differen	1	Exploring- Reach
14.1	uctive	questions	school	they give meaning to.	can read short words	Compare amounts, saying	in	t	Develop	for and accept
0.24	and	, like:	activit	For example: "That	made up of known	'lots', 'more' or 'same'	differen	material	ment	objects. Make
	respec	"Why do	у. *	says mummy." (Birth	letter-sound	(Birth-3 yr olds)	t	s freely,	Activity	choices and
	tful	you think		– 3 years old).	correspondences.		occupati	in order	*	explore different
	relatio	the			(Reception).	Compare quantities using	ons (3-4	to		resources and
	nships	caterpillar		Use some of their		language: 'more than',	year	develop	Show a	materials
	(Recep	got so		print and letter	Read simple phrases	'fewer than' (3-4 yr olds)	olds).	their ideas	prefere	
	tion).	fat?" (3-		knowledge in their	and sentences made		6	about	nce for	Loose parts
	Maka	4-year- olds).		early writing. For	up of words with known letter–sound	Challenge: Compare	Compar	how to	a dominat	
	Make	olus).		example: writing a		numbers (Reception)	e and		e hand	
	a thank	Understa		pretend	correspondences and,		contrast characte	use them	(3-4	Constinue
		nd how to		channing list that	where necessary, a few exception words.	Watch Numberblocks-	rs from	and	•	Creating and
	you card	listen		shopping list that starts at the top of the	(Reception).	https://www.bbc.co.uk/iplay	stories,	what to	year olds).	thinking critically-
	to give	carefully		page; write 'm' for	(Neception).	er/episode/b08bzgxx/numbe	includin	make	olusj.	Know more, so feel confident about
	to the	and why		mummy. (3-4 year	Letters and Sounds	<u>rblocks-series-1-three</u>	g figures	(3-4	Use	coming up with
	local	listening		olds).	Bug Club Phonics.	Use everyday objects for chn	from	year	one-	their own ideas.
	dentist	is		olusj.	Phase 2, week 3.	to compare. Set out 4 groups	the	olds).	handed	their own ideas.
	for	important		Write some letters	Teach set 2 letters – g,	with 1-3 objects in each.	past.		tools	Make more links
	lookin	(Receptio		accurately (3-4 year	o, c, k.	Which has more? Which has	(Recepti	Return	and	between those
	g after	n). Learn		olds).	., .,	fewer? Can you find two sets	on).	to and	equipm	ideas.
	our	new			Briefly practice oral	with the same amount?		build on	ent, for	
	teeth.	vocabular		Challenge: Spell words	blending and	The same amount.	Learn	their	example	Pictures of
		у.		by identifying the	segmentation. Read		about	previous	, making	different uniforms

(Receptio	sounds and then	words with letters	Challenge: Add one	Florence	learning	snips in	and objects. Match
n).	writing the sounds	learnt so far and begin	more/take one less. Which	Nighting	,	paper	together. Which
'People	with letter/s	to read captions. Oral	has more and fewer now?	ale and	refining	with	'person who helps
Who Help	(Reception).	segmentation for	How do you know?	what	ideas	scissors	us' do they belong
Us' video,	, ,	spelling.	·	she did	and	(3-4	to?
talking				to help	developi	year	
about		High frequency words		people.	ng their	olds).	
what a	Tuesday:	– and.	* Phase 2- It's me, 1, 2, 3*		ability	,	
firefighter	,		, , , ,		to	Develop	
does	Watch short fire		Compare amounts, saying		represe	their	
https://w	fighter clip -		'lots', 'more' or 'same'		nt them	small	
ww.youtu	https://www.youtube.		(Birth-3 yr olds)		(Recepti	motor	
be.com/w	com/watch?v=syWonY				on).	skills so	
atch?v=d	eJOQU		Compare quantities using			that	
9RQDZEm			language: 'more than',		Make	they can	
<u>f41</u>			'fewer than' (3-4 yr olds)		'someon	use a	
					e who	range of	
	Children to draw a		Challenge: Compare		helps	tools	
	picture and describe		numbers (Reception)		us' out	compet	
	how a fire is put out.				of	ently,	
	Children to write		Watch Numerblocks-		playdou	safely	
	initial sounds.		https://www.bbc.co.uk/iplay		gh'.	and	
			er/episode/b08bzh11/numb			confide	
	Challenge: Children to		erblocks-series-1-one-two-			ntly.	
	write words.		<u>three</u>			Suggest	
						ed tools:	
			With numeral/subitise cards.			pencils	
			Chn to pick a card.			for	
	Thursday:		Count/subitise how many.			drawing	
			Which number card has			and	
	Understand the five		more/fewer dots? Find a			writing,	
	key concepts about		card with the same number			paintbru	
	print:		of dots. Can you put these			shes,	
						scissors,	

nuint has	cards in order? What would	Instruce
o print has		knives,
meaning.	come next?	forks
		and
o the names of		spoons.
the different		(Recepti
parts of a		on).
book		
		Tap-a-
o print can		shape
have		hammer
different		, boards,
purposes		pins,
		and
o page		leaves
sequencing		to pin
		onto the
o we read		boards.
English text		
from left to		
right and		
from top to		
bottom (3-4		
year olds).		
year orasj.		
Engage in extended		
conversations about		
stories, learning new		
vocabulary (3-4 year		
olds).		
olusj.		
Challenge: Read		
sounds into words, so		
that they can read		
short words made up		

				of known letter-sound correspondences (Reception). Read 'Charlie the firefighter' to children. Challenge: To read CVC words links to the						
				story/firefighters.						
8	Increa	Sing a	Contin	Add some marks to	Blend sounds into	*Phase 2- It's me 1, 2, 3*	Show	Join	*Comm	Playing and
	singly	large	ue to	their drawing, which	words, so that they		interest	differen	unicatio	Exploring- Respond
21.1	follow	repertoire	develo	they give meaning to.	can read short words	Develop fast recognition of	in	t	n &	to new experiences
0.24	rules,	of songs	p their	For example: "That	made up of known	up to 3 objects, without	differen	material	Languag	that you bring to
	unders	(3-4 year	move	says mummy". (Birth-3	letter-sound	having to count them	t	s and	е	their attention.
	tandin	olds).	ment,	years).	correspondences	individually	occupati	explore	Activity.	Cleaning toys using
	g why		balanc		(Reception).	('subitising'). (3 and	ons (3-4	differen	*	sponges, brushes,
	they	Listen	ing,	Use some of their		4 yr olds)	year	t		cloths.
	are .	carefully	riding	print and letter	Read simple phrases		olds).	textures	Can	
	import	to rhymes	(scoot	knowledge in their	and sentences made	Explore the composition of	- "	(3–4-	start a	Active Learning-
	ant (3-	and	er,	early writing. For	up of words with	numbers to 10	Talk	year-	convers	Keep on trying when things are
	4 year olds).	songs,	trikes, and	example: writing a pretend shopping list	known letter-sound correspondences and,	(3) (Reception)	about member	olds).	ation with an	difficult.
	olusj.	paying attention	bikes),	that starts at the top	where necessary, a	Challanga, Fundaya tha	s of	Create	adult or	Using tools
	Do not	to how	and	of the page; write 'm'	few exception words.	Challenge: Explore the composition of numbers to	their	collabor	a friend	correctly when
	always	they	ball	for mummy (3–4-year-	(Reception).	10 (5) (Reception)	immedi	atively	and	playing with the
	need	sound	skills	olds).	(Neception).	10 (3) (Neception)	ate	sharing	continu	tap-a-shape.
	an	(Receptio	(3–4-	0.3.5,1	Letters and sounds	Have 3 double sided	family	ideas,	e it for	tap a oriape.
	adult	n).	year-		Bug Club Phonics.	counters. Hide them in hand	and	resourc	many	
	to		olds).		Phase 2, week 3.	and drop them. How many	commu	es, and	turns	
	remin				•	yellow/how many red. Can	nity	skills	(3–4-	

d	Learn	Combi	Write some letters	Teach set 2 letters – g,	you get all red and then all	(Recepti	(Recepti	year-	
them	rhymes,	ne	accurately (3–4-year-	o, c, k.	yellow.	on).	on).	olds).	
of a	poems,	differe	olds).	, ,	•	ĺ	,	,	
rule	and songs	nt	,	Briefly practise oral	Challenge: Compose	Talk	Outline	Describ	
(3-4	(Receptio	move	Challenge: Spell words	blending and	numbers 4 and 5 in different	about	of	e events	
year	n).	ments	by identifying the	segmentation.	ways	what	person	in some	
olds).		with	sounds and then	3		their	'people	detail	
	Sing	ease	writing the sounds	Read words with		family	who	(Recepti	
Manag	nursery	and	with letter/s	letters learnt so far		member	help us'.	on).	
e their	rhymes.	fluenc	(Reception).	and begin to read	*Phase 2- It's me, 1, 2, 3*	s do for	Children		
own		у		captions. Oral and		their	are to	Make	
needs		(Recep	'Charlie and the	letter segmentation	Develop fast recognition of	job.	work	bird	
(Recep		tion).	firefighter' picture.	for spelling.	up to 3 objects, without	What	togethe	feed	
tion).			Children are to		having to count them	differen	r in	and talk	
		Obstac	describe what is	High frequency words	individually ('subitising'). (3	t jobs	small	about	
Childr		le	happening and write	– 'and'	and 4 yr olds)	are	groups	what we	
en are		course	initial sounds.			there?	and use	are	
to		with a			Explore the composition of		differen	doing.	
wash		range	Challenge: write		numbers to 10		t glues		
their		of	words.		(3) (Reception)		and		
hands		equip					tape to		
before		ment.	Add some marks to		Challenge: Explore the		add		
break			their drawing, which		composition of numbers to		differen		
time.			they give meaning to.		10 (5) (Reception)		t		
			For example: "That				material		
			says mummy". (Birth-3		Use numicon to make 3 in		s to		
			years).		different ways,		represe		
							nt.		
			Use some of their						
			print and letter						
			knowledge in their						
			early writing. For						
			example: writing a						
			pretend shopping list						

that starts at the top of the page; write 'm' for mummy (3–4-year-olds). Write some letters accurately (3–4-year-olds). Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception). 'Charlie the firefighter' speech bubbles. Challenge: Write words.			
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Reception - Autumn Celebrations - Medium Term Planning - Autumn 2 (2024/25)

Wee	PSED	Communi	Physical	Literacy	Phonics	Mathematics	Understanding	Expressive	Forest	CoETL
k		cation	Develop				of the World	Arts and	School	
		and	ment					Design		
		Language								
1	Talk with	Learn	Develop	Add some marks to	Blend sounds	Phase 2- Circles and	Compare and	Remember	Explore	Creating and
	others to	new	the	their drawing, which	into words, so	triangles*	contrast	and sing	how	Thinking
04.1	solve	vocabular	overall	they give meaning to.	that they can	Talk about and explore	characters from	entire	things	Critically-
0.24	conflicts	У	body	For example: "That	read short	2D and 3D shapes (for	stories,	songs (3	work (3	Concentrate
	(3 and 4yr	(Receptio	strength	says mummy." (Birth-	words made up	example, circles,	including	and 4yr	and 4 yr	on achieving
	olds)	n)	, co-	3yr olds)	of known letter-	rectangles, triangles and	figures	olds)	olds)	something
			ordinati		sound	cuboids) using informal	from the past		Chn to	that's
	Linked to	Read Guy	on,	Use some of their	correspondence	and mathematical	(Reception)	Learn and	make	important to
	Guy	Fawkes	balance	print and letter	s (Reception)	language: 'sides',	Discuss Guy	sing	the	them. They
	Fawkes	story to	and	knowledge in their	Read simple	'corners'; 'straight', 'flat',	Fawkes	'Remember	houses	are
	how can	chn.	agility	early writing. For	phrases and	'round'. (3 and 4yr olds)		, remember	of	increasingly
	we sort		needed	example: writing a	sentences made	Challenge: Compose and		the 5 th of	parliam	able to
	out		to	pretend shopping list	up of words	decompose shapes so		November'	ent out	control their
	problems		engage	that starts at the top	with known	that children recognise a			of	attention
	or times		successf	of the page; write 'm'	letter-sound	shape can have other			sticks.	and ignore
	when		ully with	for mummy (3 and 4yr	correspondence	shapes within it, just as			Use	distractions.
	people		future	olds)	s and, where	numbers can (Reception)			vinegar	
	don't do		physical		necessary, a few				and	

the right thing	educati on sessions and other physical disciplin es includin g dance, gymnast ics, sport and swimmi ng (Recepti on) Fun games	Write some letters accurately (3 and 4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Guy Fawkes wanted poster	exception words (Reception) Letters and Sounds and Bug Clun Phonics. Phase 2, week 3. Teach set 2 letters- g o c k Briefly practise oral blending and segmentation Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling. High frequency words- and	Give children a range of different triangles and circles. What are they? How do you know? Talk about the shapes using appropriate language. Challenge: To find circle and triangles in shape pictures. *Phase 2- Circles and triangles* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3 and 4yr olds) Challenge: Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (Reception) Shape hunt around the school. Challenge: To find circle and triangles within other shapes in the		bicarb to make an explosio n in the building.	Indoor and outdoor role play areas to be set up. Active Learning-Keep on trying when things are difficult. Chn to set up the water guttering to transport water from one end to the other.

2	Express	Engage in	Are	Add some marks to	Read a few	*Phase 2- Spatial Awareness* Understand position through words alone – for example, "The bag is under the table," – with no pointing (3 and 4yr olds) Challenge: Discuss routes and locations, using words like 'in front of' and 'behind' (3 and 4yr olds) Children to follow positional instructions and put teddy in correct place. Challenge: Children to tell a peer where to put teddy using positional language and other children to follow. *Phase 2- Spatial	Recognise that	Explore,	Plant	Playing and
	their	non-	increasi	their drawing, which	common	Awareness*	people have	use and	seeds	exploring-
11.1	feelings	fiction	ngly	they give meaning to.	exception words	Understand position	different beliefs	refine a	and care	Respond to
1.24	and	books	able to	For example: "That	matched to the	through words alone –	and celebrate	variety of	for	new
	consider		use and	says mummy." (Birth-	school's phonic	for example, "The bag is	special times in	artistic	growing	experiences
	the		rememb	3yr olds)		under the table," –		effects to	plants (3	that you

feelings of	(Receptio	er	Use some of their	programme	with no pointing (3 and	different ways	express	and 4yr	bring to their
others	n)	sequenc	print and letter	(Reception)	4yr olds)	(Reception)	their ideas	olds)	attention
(Receptio		es and	knowledge in their		Challenge: Discuss routes		and		
n)	Teach	patterns	early writing. For	Letters and	and locations, using	Does everyone	feelings	Plant	Chn to have
	chn	of	example: writing a	Sounds and Bug	words like 'in front of'	celebrate	(Reception)	bulbs	resources to
Circle	about	movem	pretend shopping list	Clun Phonics.	and 'behind' (3 and	Diwali? Why			set up plates,
time-	Diwali by	ents	that starts at the top	Phase 2, week	4yr olds) Read 'Each	not? Is that ok?			knives and
what	reading	which	of the page; write 'm'	4. Teach set 2	Peach Pear Plum.'		Firework		forks for
would you	non-	are	for mummy (3 and 4yr	letters- ck e u r	Discuss the different		paintings		teddy bears'
have/do if	fiction	related	olds)		places the characters are				picnic
you had a	books	to music	Write some letters	Briefly practise	hiding. Chn in pairs to				
Diwali	about the	and	accurately (3 and 4yr	oral blending	described where the				Active
party	celebrati	rhythm	olds)	and	characters are hiding.				Learning-
	on	(3 and	Challenge: Spell words	segmentation.	Challenge: Chn to				Show goal-
		4yr olds)	by identifying the	Read words	describe where the				directed
		Dance	sounds and then	with letters	character is hiding in				behaviour.
		to	writing the sounds	learnt so far and	more than ne way e.g he				For example,
		Diwali	with letter/s	begin to read	is next to the doll and				babies may
		music	(Reception)	captions. Oral	under the table.				pull
			Watch Diwali video	and letter					themselves
			and draw/write about	segmentation	*Phase 3- Four*				up by using
			what it is	for spelling	Watch Numberblocks-				the edges of
				captions.	https://www.bbc.co.uk/				a low table
					iplayer/episode/b08d61c				to reach for
				High frequency	v/numberblocks-series-1-				a toy on the
				words- and	<u>four</u>				top of a
					Develop fast recognition				table.
				Tricky words-	of up to 3 objects,				Toddlers
				the to	without having to count				might turn a
					them individually				storage box
					(subitising) (3-4yr olds)				upside down
					Say one number for each				so they can
					item in order: 1, 2, 3, 4, 5				stand on it
					(3-4yr olds)				and reach up

						Challenge: Recite numbers past 5 (3-4yr olds) Subitise up to 4. Challenge: Reason the composition of how many they can see. 'It's 4 because it is 2 and 2.				for an object. Use different tools for selected purposes in the mud kitchen area to make food for the teddy bears' picnic.
3	Show	Describe	Make	Add some marks to	Read a few	*Phase 3- Four*	Know that there are different	Create closed	Explore,	Playing and
10.1	more confidenc	events in	healthy choices	their drawing, which	common	Develop fast recognition	countries in the		use and refine a	exploring-
18.1		some detail	about	they give meaning to. For example: "That	exception words matched to the	of up to 3 objects, without having to count	world and talk	shapes with		Bring their
1.24	e in new social		food,	says mummy." (Birth-	school's phonic	them individually	about the	continuous	variety of	own interests and
	situations	(Recpetio n)	drink,	3yr olds)	programme	(subitising) (3-4yr olds)	differences they	lines, and	artistic	fascinations
	(3 and 4 yr	Recap	activity	Use some of their	(Reception)	Say one number for each	have	begin to	effects	into early
	olds)	and	activity	print and letter	(Neception)	item in order: 1, 2, 3, 4, 5	experienced or	use these	to	year settings.
	olus)	discuss	toothbr	knowledge in their	Letters and	(3-4yr olds)	seen in photos	shapes to	express	This helps
	Have a	Diwali	ushing	early writing. For	Sounds and Bug	Challenge: Explore the	(3 and 4yr olds)	represent	their	them to
	Diwali	party	(3 and 4	example: writing a	Clun Phonics.	composition of numbers	(5 5.16 1). 5.45)	objects (3	ideas	develop their
	party and	p,	yr olds)	pretend shopping list	Phase 2, week	to 10 (Reception)	Look at Diwali	and 4yr	and	learning.
	chn to		Try	that starts at the top	4. Teach set 2	Chn to represent 4 with	celebration	olds)	feelings	
	dress up		foods	of the page; write 'm'	letters- ck e u r	marks and different	photos and		(Recepti	Porridge oats
	in party		linked	for mummy (3 and 4yr		objects.	videos from	Chn to	on)	and
	clothes		to	olds)	Briefly practise		around the	draw		milk/water.
			Diwali	Write some letters	oral blending	*Phase 3- Five*	world. Show	shapes to	Bark	Mixing
				accurately (3 and 4yr	and	Develop fast recognition	Google Earth	create their	rubbing	different
				olds)	segmentation.	of up to 3 objects,	and show where		S	quantities

Challenge: Spell words	Read words	without having to count	others live who	own rangoli	together.
by identifying the	with letters	them individually	celebrate	pattern	How does
sounds and then	learnt so far and	(subitising) (3-4yr olds)	Diwali.	pattern	more/less
	begin to read		Diwaii.		
writing the sounds	captions. Oral	Say one number for each item in order: 1, 2, 3, 4, 5			liquid change the
with letter/s	and letter				
(Reception)		(3-4yr olds)			porridge.
Write list of foods chn	segmentation	Challenge: Explore the			
would like to eat at a	for spelling	composition of numbers			
party	captions.	to 10 (Reception)			
		Watch Numberblocks-			Creating and
	High frequency	https://www.bbc.co.uk/i			thinking
	words- and	player/episode/b08d630			critically-
		h/numberblocks-series-1-			Sort
	Tricky words-	<u>five</u>			materials.
	the to	Subitise up to 5			For example,
		Challenge: Reason the			at tidy-up
		composition of how			time,
		many they can see. 'It's 5			children
		because it is 3 and 2.			know how to
					put different
		Phase 3- Five			construction
		Develop fast recognition			materials in
		of up to 3 objects,			separate
		without having to count			baskets
		them individually			
		(subitising) (3-4yr olds)			Sort the
		Say one number for each			different
		item in order: 1, 2, 3, 4, 5			objects from
		(3-4yr olds)			'Goldilocks
		Challenge: Explore the			and the
		composition of numbers			three bears'
		to 10 (Reception)			into who
		Watch Numberblocks-			they belong
					to, thinking
					to, triirikirig

						https://www.bbc.co.uk/iplayer/episode/b08dnngm/numberblocks-series-1-stampolines Show 5. Get 5 objects. Show 5 using fingers. How many other ways can we make 5 using our fingers.				about size and even objects which are in the story which can't be included.
4 25.1 1.24	Play with one or more other children, extending and elaboratin g play ideas (3 and 4yr olds)	Use longer sentence s of four to six words (3 and 4yr olds) Story sequence pictures from Rama	Revise and refine the fundam ental movem ent skills they have already acquire d: -	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing we read English text from left to right and from top to bottom (3	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s	*Phase 3- One more and One Less* Show 'finger numbers' up to 5 (3 and 4 yr olds) Understand the 'one more than/one less than' relationship between consecutive numbers (Reception) Sing 5 current buns and learn one more and one less. Challenge:	*FS activity* Understand the effect of changing seasons on the natural world around them (Reception) Discuss changing of the seasons	Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception)	*UW activity*	Playing and exploring- Plan and think ahead about how they will explore or play with objects Stacking cups
	play together with character stick puppets	and Sita and explain what is happenin g	rolling - walking - running - skipping	and 4yr olds) Read the story of Rama and Sita to chn Engage in extended conversations about stories, learning new	(Reception) Read simple phrases and sentences made up of words with known letter-sound correspondence s and, where	*Phase 3- One more and One Less* Show 'finger numbers' up to 5 (3 and 4 yr olds) Understand the 'one more than/one less than' relationship between consecutive numbers (Reception)		Make Diwali lights		Playing and exploring-Reach for and accept objects. Make choices and explore different

			•			
	-	vocabulary (3 and 4 yr	necessary, a few	Chn to show one more		resources
	crawling	olds)	exception words	and one less than a given		and
			(Reception)	number up to 5 on a 5		materials
		Form lower-case and		frame.		
	-	capital letters	Letters and			Explore and
	jumping	correctly (Reception)	Sounds and Bug			play with
	, , ,	, , , , ,	Clun Phonics.			slime
		Read Rama and Sita	Phase 2, week			
	_	story to chn and	5. Teach set 2			
	hopping	discuss	letters- h b f ff l			
	Hopping	uiscuss	II ss			
		Challanas Charta san	11 33			
		Challenge: Chn to copy	Dui afficienza atia a			
		and write key names	Briefly practise			
	climbing	and words from the	oral blending			
	(Recepti	story using correctly	and			
	on)	formed letters	segmentation.			
			Read words			
	Go on a		with letters			
	walk/hu		learnt so far and			
	nt		begin to read			
	around		captions. Oral			
	the		and letter			
	Discover		segmentation			
	y Centre		for spelling			
	to look		captions.			
	for Sita					
			High frequency			
			words- and			
			Tricky words- no			
			go l			
			gui			

5	*FS	Listen to	Match	Read individual letters	Read a few	*Phase 3- One more and	Begin to make	Sing in a	*PSED	Active
	activity*H	and talk	their	by saying the sounds	common	One Less*	sense of their	group or on	activity*	Learning-
02.1	elp to find	about	developi	for them (Reception)	exception words	Show 'finger numbers' up	own life-story	their own,		Begin to
2.24	solutions	stories to	ng		matched to the	to 5 (3 and 4 yr olds)	and family's	increasingly		correct their
	to	build	physical	Challenge: Read	school's phonic	Understand the 'one	history (3-4yr	matching		mistakes
	conflicts	familiarit	skills to	simple phrase and	programme	more than/one less than'	olds)	the pitch		themselves.
	and	y and	tasks	sentences made up of	(Reception)	relationship between		and		For example,
	rivalries.	understa	and	words with known		consecutive numbers	Recognise that	following		instead of
	For	nding	activitie	letter-sound	Spell words by	(Reception)	people have	the melody		using
	example,	(Receptio	s in the	correspondences and,	identifying the	Create a 'bus route'	different beliefs	(Reception)		increasingly
	accepting	n)	setting.	where necessary, a	sounds and	around the outdoor area	and celebrate			force to push
	that not		For	few exception words	then writing the	with chalk and have	special times in			a puzzle
	everyone	As a class	example	(Reception)	sound with	different bus stops	different ways	Learn		piece into
	can be	chn to	, they		letter/s	around the route. Ask	(Reception)	Diwali and		the slot, they
	Spider-	retell the	decide	Match initial sounds to	(Reception)	one child to stand at each		Rama and		try another
	Man in	story of	whether	pictures of people and		stop. When the bus stops,	Talk about	Sita songs		piece to see
	the game,	Rama	to	objects from the story	Read simple	one more child gets on	family times and			if it will fit.
	and	and Sita	crawl,		phrases and	the bus. Encourage	celebrations			
	suggesting		walk or	Challenge: Read	sentences made	children to say how many	with a focus on			Marble run
	other		run	simple sentences	up of words	are on the bus altogether	Christmas. Do			
	ideas (3		across a	linked to the story	with known	and prompt them to see	all celebrate			
	and 4yr		plank,		letter-sound	that there is '1 more'	Christmas?			
	olds)		dependi		correspondence	each time.				Playing and
			ng on its		s and, where	*				exploring-
	Give chn		length	Add some marks to	necessary, a few	*Phase 3- One more and				Guide their
	Rama and		and	their drawing, which	exception words	One Less*				own thinking
	Sita		width (3	they give meaning to.	(Reception)	Show 'finger numbers' up				and actions
	masks.		and 4yr	For example: "That		to 5 (3 and 4 yr olds)				by actions by
	Chn to		olds)	says mummy." (Birth-	Letters and	Understand the 'one				talking to
	decide		Walk	3yr olds)	Sounds and Bug	more than/one less than'				themselves
	who will		along		Clun Phonics.	relationship between				while
	be who		beams,	Use some of their	Phase 2, week	consecutive numbers				playing. For
			planks of	print and letter	5. Teach set 2	(Reception)				example, a
			UI	knowledge in their						child doing a

	and act out		wood- like walking along bridge to find Sita	early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3 and 4yr olds) Write some letters accurately (3 and 4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Picture from story. Chn to recall/write what is happening	letters- h b f ff l ll ss Briefly practise oral blending and segmentation.R ead words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling captions. High frequency words- and Tricky words- no go l	In the construction area, encourage children to build their own staircase towers. How many blocks have they used for each step? Challenge: Ask children to close their eyes and then take one of the towers away. Are they able to identify which tower is missing using the language 'one more' or 'one less'?				jigsaw puzzle might whisper under their breath: "Where does that one go?-I need to find the big horse." 'Goldilocks and the three bears' small world area.
				Character speech bubbles						
6	Begin to	Enjoy	Use	Add some marks to	Read a few	*Phase 3 – Composition	Comment on	Join	*Unders	Creating and
00.1	understan d how	listening to longer	one- handed	their drawing, which they give meaning to.	common exception words	of 4 and 5*	images of familiar	different materials	tanding the	Thinking Critically-
09.1	others	stories	tools	For example: "That	matched to the		situations in the	and explore	World	Use pretend
2.24	might be	and can	and	Tor example. That	school's phonic		Situations in the	different	VVOITG	play to think
	mgme be	and can	unu		School S phonic			direction		pray to trillin

feeling (3-	remembe	equipm	says mummy." (Birth-	programme	Provide cubes in two	past	textures (3-	activity*	beyond the
4yr olds)	r much of	ent, for	3yr olds)	(Reception)	different colours. Ask	(Reception)	4yr olds)		'here and
	what	example			children to build different				now' and to
Express	happens	, snips in	Use some of their	Spell words by	towers of 4 or 5 using	Chn to bring in	Explore,	Talk	understand
their	(3-4yr	paper	print and letter	identifying the	both colours. Encourage	old photos	use and	about	another
feelings	olds)	with	knowledge in their	sounds and	children to compare the	linked to	refine a	what	perspective.
and	Listen to	scissors	early writing. For	then writing the	towers and talk about the	Christmas or	variety of	they	For example,
consider	and talk	(3-4yr	example: writing a	sound with	parts that they can see.	previous other	artistic	see,	a child role-
the	about	olds)	pretend shopping list	letter/s		celebration.	effects to	using	playing the
feelings of	stories to	Develop	that starts at the top	(Reception)			express	wide	billy goats
others?	build	their	of the page; write 'm'		Act out the rhyme Five		their ideas	vocabul	gruff might
(Receptio	familiarit	small	for mummy (3 and 4yr	Read simple	Little Speckled Frogs		and	ary (3-	suggest that
n)	y and	motor	olds)	phrases and	using props. Encourage		feelings	4yr	"Maybe the
	understa	skills so		sentences made	children to talk about the		(Reception)	olds)	toll in lonely
Make a	nding	that	Write some letters	up of words	parts that they can see				and hungry?
list of	(Receptio	they can	accurately (3 and 4yr	with known	each time. How many			Describ	That's why
good	n)	use a	olds)	letter-sound	frogs are on the log? How		Christmas	e what	he's fierce."
deeds.	Listen to	range of		correspondence	many frogs are in the		Cards	they	
Link to	the	tools	Challenge: Spell words	s and, where	pool? What is the whole?			see,	Ice cubes in
advent	Christma	compet	by identifying the	necessary, a few	Use a five frame and			hear	the water
Calander-	s story.	ently,	sounds and then	exception words	double-sided counters to			and feel	tray. What
each day	Chn to	safely	writing the sounds	(Reception)	represent the frogs on			whilst	happens to
pick a	retell the	and	with letter/s		the log in one colour and			outside	the ice?
deed	story	confide	(Reception)	Letters and	the frogs in the pool using			(Recepti	
which chn	using	ntly.		Sounds and Bug	the other colour.			on)	
need to	props.	Suggest	Write what happens in	Clun Phonics.					
try and		ed tools:	the Nativity Story.	Phase 2, week				Lie	Playing and
do. Why		pencils		6. Revision of all				down in	exploring-
are deeds		for	Challenge: chn to	phase 2 sounds,				FS area	respond to
important		drawing	write a short	high frequency				and look	new
? How do		and	sentence	and tricky words				and	experiences
they		writing,		taught so far.				listen.	that you
		paintbru		For reading				What	
		shes,		words, captions.				have	

	affect others?		scissors, knives, forks and spoons (Recepti on) Use the camping frame to clip on new material s to turn	Christmas cards	For spelling words, captions.				children observe d?	bring to their attention. Use a range of tools for different purposes with the playdough.
			it into Santa's grotto.							
7	Show	Sing a	Use	Add some marks to	Read a few	*Phase 3 – Shapes with 4	Continue to	Remember	Talk	Creating and
1/ 1	more confidenc	large repertoir	one- handed	their drawing, which they give meaning to.	common exception words	sides*	develop positive attitudes about	and sing entire	about what	thinking critically-
16.1	e in new	e of	tools	For example: "That	matched to the	Show children a selection	the difference	songs (3-	they	Know more,
2.24	social	songs (3-	and	says mummy." (Birth-	school's phonic	of squares and	between people	4yr olds)	see,	so feel
	situations	4yr olds)	equipm	3yr olds)	programme	rectangles.	(3-4yr olds)	, , , , , ,	using	confident in
	(3-4yr		ent, for		(Reception)	Encourage children to		Sing in a	wide	coming up
	olds)	Learn	example	Use some of their		explore the shapes and	Understand that	group or on	vocabul	with their
		rhymes,	, snips in	print and letter	Spell words by	talk about	some places are	their own,	ary (3-	own ideas.
	Identify	poems or	paper	knowledge in their	identifying the	what they notice.	special to	increasingly	4yr	D. d. alian in
	and moderate	songs	with scissors	early writing. For example: writing a	sounds and then writing the	Ensure that the shapes are shown in different	members of their	matching the pitch	olds)	Make more links
	their own	(Receptio n)	(3-4yr	pretend shopping list	sound with	orientations.	community	and	Talk	between
	feelings	11)	olds)	that starts at the top	letter/s	orientations.	(Reception)	following	about	those ideas.
	socially		,	of the page; write 'm'	(Reception)	Read shape books such as	(1.000)	the melody	member	350 14045.
	and			, ,		Bear in a Square by Stella		,	s of	

emotional	Learn	Show a	for mummy (3 and 4yr	Read simple	Blackstone and pay	With links to	(Reception)	their	Magnets.
ly	Christma	prefere	olds)	phrases and	particular attention to the	Christmas think	(Neception)	immedi	Provide a
(Receptio	s songs	nce for	Olasy	sentences made	square and rectangle	about places of		ate	few objects
n)	3 3011g3	a	Write some letters	up of words	pages. Encourage	worship. Local	Christmas	family	and then chn
,		domina	accurately (3 and 4yr	with known	children to identify the	Vicar to come to	songs	and	to find other
Christmas		nt hand	olds)	letter-sound	different shapes on each	speak to the chn	301.80	commu	objects
party.		(3-4yr	0.00)	correspondence	of the pages. Where can	about why and		nity	which are
party.		olds)	Challenge: Spell words	s and, where	you see a square? Where	how Christians		(Recepti	magnetic.
		ŕ	by identifying the	necessary, a few	can you see a rectangle?	celebrate		on)	J
		Develop	sounds and then	exception words	Prompt children to talk	Christmas			
		their	writing the sounds	(Reception)	about the properties of			Forest	
		small	with letter/s		each shape.			School	Creating and
		motor	(Reception)	Letters and				fire.	thinking
		skills so		Sounds and Bug				Make	critically-
		that	Write a Christmas list	Clun Phonics.				hot	Solve real
		they can		Phase 2, week				chocolat	problems:
		use a		6. Revision of all				e using	for example,
		range of		phase 2 sounds,				Kelly	to share nine
		tools	Write what chn are	high frequency				Kettle.	strawberries
		compet	most looking forward	and tricky words				Chn to	between
		ently,	to about the Christmas	taught so far.				talk	three
		safely	party	For reading				through	friends, they
		and		words, captions.				what is	might put
		confide		For spelling				happeni	one in front
		ntly.		words, captions.				ng.	of each, then
		Suggest ed tools:						Later	a second,
		pencils						group discussi	and finally a third. Finally,
		for						ons	they might
		drawing						around	check that
		and						the fire.	everyone has
		writing,						the fire.	the same
		paintbru							cite surfic
		shes,							

scissors, knives,			number of strawberries
forks			Strawberries
and			Sharing
spoons			Christmas
(Recepti			presents
on)			between
			teddy bears.
Pine			Do they have
cone			an equal
decorati			amount?
ons. Chn			
to glue			
pine			
cone			
use			
tweezer			
s to add			
pom			
poms to			
the pine			
cones.			