



Oswald Road

Autumn 1 Medium term plan: Reception Getting to know you!

Themes/ Interests/ Lines of Enquiry	RBA – Assessment 5-9 th Sept	Birthdays 12-16 th Sept	Mouse House 19-23 rd Sept	Mouse House 26-20 th Sept	Harvest 3-7 th Oct	Autumn 10-14 th Oct	Halloween/Diwali 17-21 st Oct
Quality Texts	The Family Book - Todd Parr 	Kippers Birthday - Mick Inkpen	Mouse House - John Burningham 	Mouse House - John Burningham 	Oats and Beans and Barley Grow (poem) 	Autumn (non fiction book) 	Meg & Mog 
Shared Read Texts	All are Welcome - Alexandra Penfold 	Tiger who came to Tea - Judith Kerr 	Ruby's Worry - Tom Percival 	The Perfect Fit - Naomi Jones 	Difference by Benjamin Zephaniah (BHM poem) 	Tidy - Emily Gravett 	Funny Bones - Janet & Allan Ahlberg 
Enrichment		Coding week - Beebots		European Day of Languages Parent phonics workshop 28.10.22	BHM Harvest (2.10) Visit from St Werburgh's Church for Harvest 3.10.22 AM session 9.15 - 10.25 3 groups Visit from the oral health team 5/10/22 12.45-2.45	BHM	BHM Halloween
CL: Listening, attention and understanding/ Speaking	Role Play - Home corner & shop/dressing up outfits people who help us. Small World Play - Dolls House and family characters/Nursery rhyme prop	Role Play - Home corner/ shop (enhancement - Birthday party props) Small World Play - Dolls House and family characters	Role Play - Home corner (enhancement - Mouse house props) Small World Play - Dolls House and family characters (enhancement - Mouse house props)	Role Play - Home corner (enhancement - Mouse house props) Small World Play - Dolls House and family characters (enhancement - Mouse house props)	Role Play - Home corner (enhancement - Vegetables) Small World Play - Farm for Harvest	Role Play - Home corner Small World Play - Autumn animals	Role Play - Home corner (enhancement - Witches House) Small World Play - Halloween
Personal, Social & Emotional Development	Class charter - Jigsaw Charter/Rights Respecting Articles Behavioural expectations	Jigsaw 1: Being Me in My World - Who...Me? Self-identity	Jigsaw 1: Being Me in My World - How am I feeling today? Understanding feelings	Jigsaw 1: Being Me in My World - Being at School Being in a classroom	Jigsaw 1: Being Me in My World - Gentle Hands Being gentle	Jigsaw 1: Being Me in My World - Our rights Rights and responsibilities	Jigsaw 1: Being Me in My World - & Our Responsibilities Rights and responsibilities

Physical Development: Gross Motor	PE with Keiran Outdoor Area	PE with Keiran Outdoor Area	PE with Keiran Outdoor Area	PE with Keiran Outdoor Area	PE with Keiran Outdoor Area	PE with Keiran Outdoor Area	PE with Keiran Outdoor Area
Physical Development: Fine Motor	Malleable area Fine motor area Penpals Letter formation (name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/ literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/ literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/ literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area - Beads on hair (BHM) Penpals Letter formation (phonics/ literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/ literacy and name writing) Lunch time (knives, forks and spoons)	Malleable area Fine motor area Penpals Letter formation (phonics/ literacy and name writing) Lunch time (knives, forks and spoons)
Physical Development: Health	PE with Keiran Snack time Tooth brushing	PE with Keiran Snack time Tooth brushing	PE with Keiran Snack time Tooth brushing	PE with Keiran Snack time Tooth brushing	PE with Keiran Healthy Eating (harvest) Snack time Tooth brushing	PE with Keiran Snack time Tooth brushing	PE with Keiran Snack time Tooth brushing
Literacy: Comprehension & word reading	Storytime Letters and Sounds Phase 1 and 2 phonics Recognising own names	Storytime 1-1 readers Daily readers Letters and Sounds Phase 1 and 2 Recognising and writing own names Initial sounds s, a, t, p	Letters and Sounds Phase 1 and 2 Recognising and writing own names Initial sounds Segmenting/blending CVC words i, n, m, d TW: I the no	Letters and Sounds Phase 1 and 2 Recognising and writing own names Initial sounds Segmenting/blending CVC words & captions g, o, c, k TW: put of is	Letters and Sounds Phase 1 and 2 Recognising and writing own names Initial sounds Segmenting/blending CVC words & captions k, ck, e, u, r TW: to go into	Letters and Sounds Phase 1 and 2 Recognising and writing own names Initial sounds Segmenting/blending CVC words & captions s, ss TW: pull	Letters and Sounds Phase 1 and 2 Recognising and writing own names Initial sounds Segmenting/blending CVC words & captions h, b, f, ff, l, ll TW: as his
Literacy: Writing	Writing own names Letters and Sounds Phase 1 and 2 phonics	Writing own names Letters and Sounds Phase 1 and 2 phonics s, a, t, p	Writing own names Letters and Sounds Phase 1 and 2 phonics Writing CVC words i, n, m, d TW: I the no	Writing own names Letters and Sounds Phase 1 and 2 phonics Writing CVC words & captions g, o, c, k TW: put of is	Writing own names Letters and Sounds Phase 1 and 2 phonics Writing CVC words & captions k, ck, e, u, r TW: to go into	Writing own names Letters and Sounds Phase 1 and 2 phonics Writing CVC words & captions s, ss TW: pull	Writing own names Letters and Sounds Phase 1 and 2 phonics Writing CVC words & captions h, b, f, ff, l, ll TW: as his

Mathematics	<p>Getting to know you Opportunities for settling in, introducing areas of provision and getting to know the children.</p> <p>Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p> <ul style="list-style-type: none"> - Build trusting relationships - Ensure children have good levels of well-being and involvement to be ready to learn. - Number rhymes to 5 <p>Light box: 2D shapes to make people/houses</p>	<p>Getting to know you Opportunities for settling in, introducing areas of provision and getting to know the children.</p> <p>Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p> <ul style="list-style-type: none"> - Build trusting relationships - Ensure children have good levels of well-being and involvement to be ready to learn. - Number rhymes to 5 	<p>Getting to know you Opportunities for settling in, introducing areas of provision and getting to know the children.</p> <p>Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p> <ul style="list-style-type: none"> - Build trusting relationships - Ensure children have good levels of well-being and involvement to be ready to learn. - Number rhymes to 5 	<p>Just like you! Number: Match and sort Compare amounts</p> <p>Measure, shape and special thinking: Compare size, mass and capacity Exploring pattern</p> <ul style="list-style-type: none"> - Find and match objects which are the same - Sorting objects into sets such as colour, size, or shape <p>Geography: Children make houses using 2D and 3D shapes. (creative area tabletop)</p>	<p>Just like you! Number: Match and sort Compare amounts</p> <p>Measure, shape and special thinking: Compare size, mass and capacity Exploring pattern</p> <ul style="list-style-type: none"> - Odd one out - Comparing amounts/size/mass/capacity 	<p>Just like you! Number: Match and sort Compare amounts</p> <p>Measure, shape and special thinking: Compare size, mass and capacity Exploring pattern</p> <ul style="list-style-type: none"> - Using balance scales - Copy, continue and create their own simple patterns 	<p>Just like you! Number: Match and sort Compare amounts</p> <p>Measure, shape and special thinking: Compare size, mass and capacity Exploring pattern</p> <ul style="list-style-type: none"> - Find and match objects which are the same - Sorting objects into sets such as colour, size, or shape - Odd one out - Comparing amounts/size/mass/capacity - Using balance scales - Copy, continue and create their own simple patterns
Understanding the world: Past and present	<p>Transition - children to send on dojo pictures of their family (Mum/Dad/Carer/Nan/Grandad to include people from the past)</p> <p>Floorbook</p>				<p>Pictures of their family (Mum/Dad/Carer/Nan/Grandad to include people from the past)</p>		
Understanding of the World: People, Culture & Communities	<p>RE: Which stories are special and why? Christians and Muslims Lesson 1: What is your favourite story? What do you like about it, and why?</p> <p>MFL: Spanish songs Colorin Colorado https://www.youtube.com/watch?v=ZiNFXntWOJw</p>	<p>RE: Which stories are special and why? Christians and Muslims Lesson 2: Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like?</p> <p>MFL: Spanish songs Colorin Colorado https://www.youtube.com/watch?v=ZiNFXntWOJw</p>	<p>RE: Which stories are special and why? Christians and Muslims Lesson 3: What is a holy book?</p> <p>MFL: Spanish songs Colorin Colorado https://www.youtube.com/watch?v=ZiNFXntWOJw</p>	<p>RE: Which stories are special and why? Christians and Muslims Lesson 4: What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What do you learn?</p> <p>MFL: Spanish songs Colorin Colorado https://www.youtube.com/watch?v=ZiNFXntWOJw</p> <p>Geography: Children make houses using 2D and 3D shapes. (creative area tabletop)</p>	<p>RE: Which stories are special and why? Christians and Muslims Lesson 5: What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God?</p> <p>MFL: Spanish songs Colorin Colorado https://www.youtube.com/watch?v=ZiNFXntWOJw</p>	<p>RE: Which stories are special and why? Christians and Muslims Lesson 6: What is the holy book for Muslims?</p> <p>MFL: Spanish songs Colorin Colorado https://www.youtube.com/watch?v=ZiNFXntWOJw</p>	<p>RE: Which stories are special and why? Christians and Muslims Lesson 7: What are the similarities and differences between different people's special stories?</p> <p>Halloween</p> <p>MFL: Spanish songs Colorin Colorado https://www.youtube.com/watch?v=ZiNFXntWOJw</p>

Understanding of the World: World	Investigation area: Science: Senses Body parts Autumn Harvest						
Understanding the World: Technology	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard Beebots	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard
Expressive Art & Design	Music: Getting Started: Sounds Junk modelling	Music: Getting Started: Sounds Art: Drawing and painting (Birthday present)	Music: Getting Started: Sounds Art: Drawing and painting (mouse)	Music: Getting Started: Sounds Art: Collaging mice	Music: Getting Started: Sounds Art: Drawing and painting (vegetables)	Music: Getting Started: Sounds Art: Autumn leaves	Music: Getting Started: Sounds DT: Food: Halloween cake Mechanisms: Split pin witches