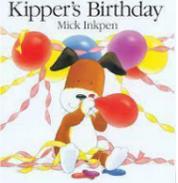
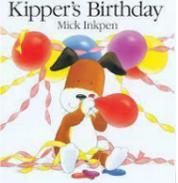
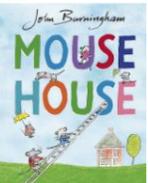
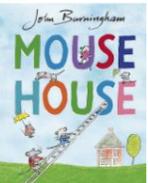
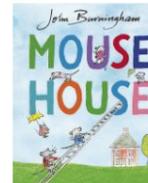
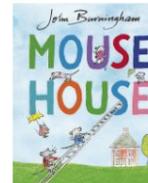
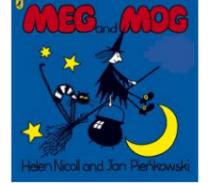
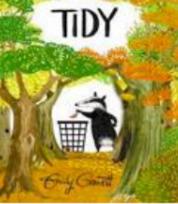
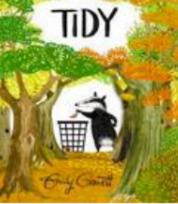


Oswald Road

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

Themes/Interests/Lines of Enquiry	RBA – Assessment 5-9 <sup>th</sup> Sept	Birthdays 12-16 <sup>th</sup> Sept	Mouse House 19-23 <sup>rd</sup> Sept	Mouse House 26-20 <sup>th</sup> Sept	Harvest 3-7 <sup>th</sup> Oct	Autumn 10-14 <sup>th</sup> Oct	Halloween/Diwalli 17-21 <sup>st</sup> Oct
<b>Quality Texts</b>	Our class is a family – Shannon Olsen  All are welcome The day you begin Lulu's First day Beautiful oops Only one you Nursery Rhymes	Kippers Birthday  	Mouse House – John Burningham  	Mouse House – John Burningham  	Oats beans and barley grow  	Autumn (non fiction book)  Storm The Gruffalo Stanley's stick Tidy	Meg & Mog  Room on the broom Funny bones
<b>Shared Read Texts</b>	All are Welcome  	Tiger who came to Tea  	Rubys Worry  	The Perfect Fit  	Difference by Benjamin Zephaniah (BHM poem)  <a href="https://www.frederickbird.coventry.sch.uk/2020/06/16/difference/">https://www.frederickbird.coventry.sch.uk/2020/06/16/difference/</a>	Tidy  	Funny Bones  
<b>Enrichment</b>		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
<b>CL: Listening, attention and understanding/ Speaking</b>	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

<b>Personal, Social &amp; Emotional Development</b>	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
<b>Physical Development: Gross Motor</b>	<b>Fundamental skills with Keiran:</b> <b>Speed, agility and coordination games.</b> <b>Throwing and catching Invasion and target games.</b> <ul style="list-style-type: none"> <li>• Moving with developing control showing enjoyment of running and beginning to travel with more speed and control.</li> <li>• To be able to respond to simple commands eg: stop, go, fast, slow.</li> <li>• Negotiate obstacles safely with consideration for themselves and others.</li> <li>• Be able to identify a safe space to stand.</li> <li>• Quickly change speed and direction.</li> <li>• Move energetically eg: running, jumping, hopping, skipping,</li> <li>• Use a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.</li> </ul> Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. <ul style="list-style-type: none"> <li>• Refine ball skills using a range of balls (tennis balls, ping pong balls and so on) throwing, catching, passing and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul> Outdoor Area	<b>Fundamental skills with Keiran:</b> <b>Speed, agility and coordination games.</b> <b>Throwing and catching Invasion and target games.</b> <ul style="list-style-type: none"> <li>• Moving with developing control showing enjoyment of running and beginning to travel with more speed and control.</li> <li>• To be able to respond to simple commands eg: stop, go, fast, slow.</li> <li>• Negotiate obstacles safely with consideration for themselves and others.</li> <li>• Be able to identify a safe space to stand.</li> <li>• Quickly change speed and direction.</li> <li>• Move energetically eg: running, jumping, hopping, skipping,</li> <li>• Use a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for 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<b>Physical Development: Fine Motor</b>	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)
<b>Physical Development: Health</b>	PE Baseline/settling in Snack time Tooth brushing	PE Baseline/settling in Snack time Tooth brushing	PE Establishing safe routines in the hall/outside, listening to instructions, being able to find a space and move around safely Snack time Tooth brushing	PE Establishing safe routines in the hall/outside, listening to instructions, being able to find a space and move around safely Snack time Tooth brushing	PE Establishing safe routines in the hall/outside, listening to instructions, being able to find a space and move around safely Healthy Eating (harvest) Snack time Tooth brushing	PE Establishing safe routines in the hall/outside, listening to instructions, being able to find a space and move around safely Snack time Tooth brushing	PE Establishing safe routines in the hall/outside, listening to instructions, being able to find a space and move around safely Snack time Tooth brushing

<b>Literacy: Comprehension &amp; word reading</b>	Storytime Letters and Sounds Phase 1 phonics Recognising own names	Storytime 1-1 readers Daily readers  Essential Letters and Sounds Phase 2 Recognising and writing own names Initial sounds Segmenting/blending CVC words i, n, m, d TW: I the no	Essential Letters and Sounds Phase 2 Recognising and writing own names Initial sounds Segmenting/blending CVC words i, n, m, d TW: I the no	Essential Letters and Sounds Phase 2 Recognising and writing own names Initial sounds Segmenting/blending CVC words & captions g, o, c, k TW: put of is	Essential Letters and Sounds Phase 2 Recognising and writing own names Initial sounds Segmenting/blending CVC words & captions k, ck, e, u, r TW: to go into	Essential Letters and Sounds Phase 2 Recognising and writing own names Initial sounds Segmenting/blending CVC words & captions s, ss TW: pull	Essential 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
<b>Literacy: Writing</b>	Writing own names Letters and Sounds Phase 1 and 2 phonics	Writing own names Essential Letters and Sounds Phase 2 phonics s, a, t, p	Writing own names Essential Letters and Sounds Phase 2 phonics Writing CVC words i, n, m, d TW: I the no	Writing own names Essential Letters and Sounds Phase 2 phonics Writing CVC words & captions g, o, c, k TW: put of is	Writing own names Essential Letters and Sounds Phase 2 phonics Writing CVC words & captions k, ck, e, u, r TW: to go into	Writing own names Essential Letters and Sounds Phase 2 phonics Writing CVC words & captions s, ss TW: pull	Writing own names Essential Letters and Sounds Phase 2 phonics Writing CVC words & captions h, b, f, ff, l, ll TW: as his
<b>Mathematics</b>	<b>Getting to know you</b> Opportunities for settling in, introducing areas of provision and getting to know the children.  Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.  - Build trusting relationships - Ensure children have good levels of well-being and involvement to be ready to learn. - Number rhymes to 5	<b>Getting to know you</b> Opportunities for settling in, introducing areas of provision and getting to know the children.  Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.  - Build trusting relationships - Ensure children have good levels of well-being and involvement to be ready to learn. - Number rhymes to 5	<b>Getting to know you</b> Opportunities for settling in, introducing areas of provision and getting to know the children.  Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.  - Build trusting relationships - Ensure children have good levels of well-being and involvement to be ready to learn. - Number rhymes to 5	<b>Just like you! Number:</b> Match and sort Compare amounts  <b>Measure, shape and special thinking:</b> Compare size, mass and capacity Exploring pattern  - Find and match objects which are the same - Sorting objects into sets such as colour, size, or shape	<b>Just like you! Number:</b> Match and sort Compare amounts  <b>Measure, shape and special thinking:</b> Compare size, mass and capacity Exploring pattern  - Odd one out - Comparing amounts/size/mass/capacity	<b>Just like you! Number:</b> Match and sort Compare amounts  <b>Measure, shape and special thinking:</b> Compare size, mass and capacity Exploring pattern  - Using balance scales - Copy, continue and create their own simple patterns	<b>Just like you! Number:</b> Match and sort Compare amounts  <b>Measure, shape and special thinking:</b> Compare size, mass and capacity Exploring pattern  - 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
<b>Understanding the world: Past and present</b>	Transition – children to send on dojo pictures of their family (Mum/Dad/Carer/Nan/Grandad to include people from the past)  Floorbook				Pictures of their family (Mum/Dad/Carer/Nan/Grandad to include people from the past)		
<b>Understanding of the World: People, Culture &amp; Communities</b>	RE: What makes people special? Christianity, Judaism Lesson 1: Families	RE: What makes people special? Christianity, Judaism Lesson 2: Friends	RE: What makes people special? Christianity, Judaism Lesson 3: Role models	RE: What makes people special? Christianity, Judaism Lesson 4: Jesus	RE: What makes people special? Christianity, Judaism Lesson 5: Jesus contd Harvest festival (Christianity)	RE: What makes people special? Christianity, Judaism Lesson 6: Moses	Halloween

<b>Understanding of the World: World</b>	Investigation area Science: Biology – Animals including humans Living things and habitats	Investigation area Science: Biology – Animals including humans Living things and habitats	Investigation area Science: Biology – Animals including humans Living things and habitats	Investigation area Science: Biology – Animals including humans Living things and habitats	Investigation area Science: Biology – Animals including humans Living things and habitats	Investigation area Science: Biology – Animals including humans Living things and habitats Physics - Seasonal changes	Investigation area
<b>Understanding the World: Technology</b>	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
<b>Expressive Art &amp; Design</b>	Junk modelling	Music: I've got a grumpy face • Timbre • Beat • Pitch contour  Art: Drawing and painting (Birthday present)	Music: I've got a grumpy face • Timbre • Beat • Pitch contour  Art: Drawing and painting (mouse)	Music: I've got a grumpy face • Timbre • Beat • Pitch contour  Art: Collaging mice	Music: The sorcerer's apprentice • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre  Art: Drawing and painting (vegetables)	Music: The sorcerer's apprentice • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre  Art: Autumn leaves	Music: The sorcerer's apprentice • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre  DT: Food: Halloween cake Mechanisms: Split pin witches