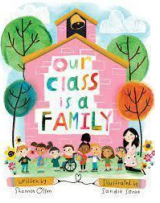
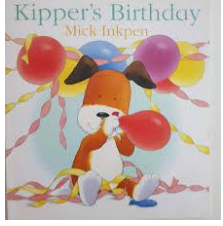
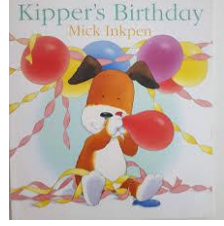
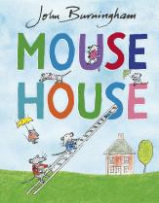
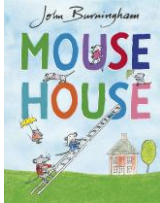


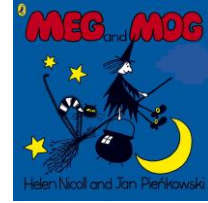





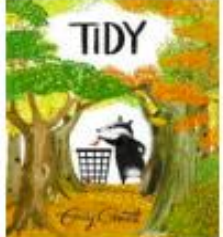



Oswald Road

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

| Themes/Interests/Lines of Enquiry | RBA – Assessment Week 1 | RBA – Assessment Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|--|--|---|--|--|---|---|---|---|
| Quality Texts | Our class is a family – Shannon Olsen  | Kipper's birthday  | Kipper's birthday  | Mouse House  | Mouse House  | Oats, beans and Barley  | Autumn  | Meg & Mog  |
| Shared Read Texts | | All are Welcome  | Tiger who came to Tea  | Ruby's Worry  | The Perfect Fit  | Difference - Benjamin Zephaniah (poem)  | Tidy  | Funny Bones  |
| Enrichment | | | Coding week – Beebots | | Reception Parents Phonics & Reading Workshop – 23rd September 9:15am-9:45am | Harvest Visit from St Werburgh's Church for Harvest 29 th September PM session 12.30 – 2pm 3 groups Visit from the oral health team 3 rd October 12.45-2.45 | Autumn walk 6 th October | Halloween |
| CL: Listening, attention and understanding/ Speaking | | Role Play – Home corner – kitchen & shop Small World Play – Dolls House and family characters/Nursery rhyme prop | Role Play – Home corner – kitchen & shop Small World Play – Dolls House and family characters (enhancement – Mouse house props) | Role Play – Home corner – kitchen & shop Small World Play – Dolls House and family characters (enhancement – Mouse house props) | Role Play – Home corner – kitchen & shop Small World Play – Dolls House and family characters | Role Play – Home corner – kitchen & shop Small World Play – Dolls House and family characters | Role Play – Home corner – kitchen & shop Small World Play – Autumn animals | Role Play – Home corner – kitchen & shop 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 | | Fundamental skills with Sports Coach Social distance (SD 1- reception skills) Walk forwards and backwards, stopping when instructed Negotiate space successfully Maintain balance whilst moving slowly Apply right amount of force to a ball Jumping different ways and in control Dodge Slide to left and right Manipulate objects whilst galloping Outdoor Area | Fundamental skills with Sports Coach Social distance (SD 1- reception skills) Walk forwards and backwards, stopping when instructed Negotiate space successfully Maintain balance whilst moving slowly Apply right amount of force to a ball Jumping different ways and in control Dodge Slide to left and right Manipulate objects whilst galloping Outdoor Area | Fundamental skills with Sports Coach Social distance (SD 1- reception skills) Walk forwards and backwards, stopping when instructed Negotiate space successfully Maintain balance whilst moving slowly Apply right amount of force to a ball Jumping different ways and in control Dodge Slide to left and right Manipulate objects whilst galloping Outdoor Area | Fundamental skills with Sports Coach Social distance (SD 1- reception skills) Walk forwards and backwards, stopping when instructed Negotiate space successfully Maintain balance whilst moving slowly Apply right amount of force to a ball Jumping different ways and in control Dodge Slide to left and right Manipulate objects whilst galloping Outdoor Area | Fundamental skills with Sports Coach Social distance (SD 1- reception skills) Walk forwards and backwards, stopping when instructed Negotiate space successfully Maintain balance whilst moving slowly Apply right amount of force to a ball Jumping different ways and in control Dodge Slide to left and right Manipulate objects whilst galloping Outdoor Area | Fundamental skills with Sports Coach Social distance (SD 1- reception skills) Walk forwards and backwards, stopping when instructed Negotiate space successfully Maintain balance whilst moving slowly Apply right amount of force to a ball Jumping different ways and in control Dodge Slide to left and right Manipulate objects whilst galloping Outdoor Area | Fundamental skills with Sports Coach Social distance (SD 1- reception skills) Walk forwards and backwards, stopping when instructed Negotiate space successfully Maintain balance whilst moving slowly Apply right amount of force to a ball Jumping different ways and in control Dodge Slide to left and right Manipulate objects whilst galloping Outdoor Area |
| | | 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 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 |
| Literacy: Comprehension & word reading | | 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 s, a, t, p | 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 |

| | | | | | | | | |
|--|--|--|--|--|---|--|---|---|
| Literacy: Writing | | 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 |
| 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> <p>- Build trusting relationships - Ensure children have good levels of well-being and involvement to be ready to learn. - Number rhymes to 5</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> <p>- Build trusting relationships - Ensure children have good levels of well-being and involvement to be ready to learn. - Number rhymes to 5</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> <p>- Build trusting relationships - Ensure children have good levels of well-being and involvement to be ready to learn. - Number rhymes to 5</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> <p>- Find and match objects which are the same - Sorting objects into sets such as colour, size, or shape</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> <p>- Odd one out - Comparing amounts/size/mass/capac ity</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> <p>- Using balance scales - Copy, continue and create their own simple patterns</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> <p>- 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</p> |
| Understanding the world: Past and present | | Transition – children to send on dojo pictures of their family (Mum/Dad/Carer/Nan/Granda d to include people from the past) | | | | Pictures of their family (Mum/Dad/Carer/Nan/Gr andad to include people from the past) | | |
| Understanding of the World: People, Culture & Communities | | 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 |
| Understanding of the World: World | | 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 |

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|--|----------------|--|--|--|--|---|---|---|
| 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 | Junk modelling | Junk modelling | Music: I've got a grumpy face <ul style="list-style-type: none"> • Timbre • Beat • Pitch contour | Music: I've got a grumpy face <ul style="list-style-type: none"> • Timbre • Beat • Pitch contour | Music: I've got a grumpy face <ul style="list-style-type: none"> • Timbre • Beat • Pitch contour | Music: The sorcerer's apprentice <ul style="list-style-type: none"> • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre | Music: The sorcerer's apprentice <ul style="list-style-type: none"> • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre | Music: The sorcerer's apprentice <ul style="list-style-type: none"> • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre |
| | | Art: Drawing and painting (Birthday present) | Art: Drawing and painting (Birthday present) | Art: Drawing and painting (mouse) | Art: Collaging mice | Art: Drawing and painting (vegetables) | Art: Autumn leaves | DT: Food: Halloween cake Mechanisms: Split pin witches |