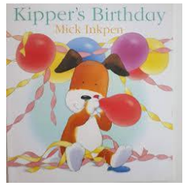
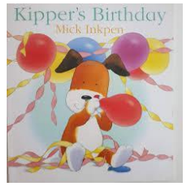
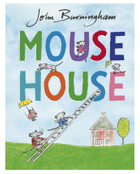
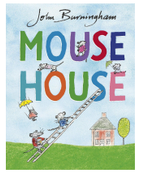
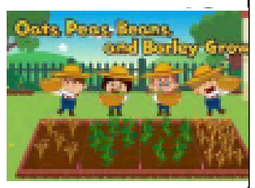
Oswald Road

Autumn 1 2026 Medium term plan: Reception Getting to know you!

Themes/Interests/Lines of Enquiry	RBA – Assessment Week 1 3-5th Sept	RBA – Assessment Week 2 7-11th Sept	Week 3 14-18th sept	Week 4 21st-25th Sept	Week 5 28th Sept- 2nd Oct	Week 6 5th- 9th Oct	Week 7 12th-16th Oct	Week 8 19th-23rd Oct
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 Zephania (poem) 	Tidy 	Funny Bones 
Enrichment				Reception Parents Phonics & Reading Workshop – 22ND September 9:15am-9:45am European languages day 26/9	Harvest Visit from the oral health team 3rd October 12.45-2.45	Autumn walk 5th October (collect leaves for hedgehog leaf collage)		Halloween (In half term)
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
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 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 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		**Getting to know you** 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	**Getting to know you** 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	**Getting to know you** 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	**Just like you!** **Number:** Match and sort Compare amounts **Measure, shape and special thinking:** 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	**Just like you!** **Number:** Match and sort Compare amounts **Measure, shape and special thinking:** Compare size, mass and capacity Exploring pattern - Odd one out - Comparing amounts/size/mass/capacity	**Just like you!** **Number:** Match and sort Compare amounts **Measure, shape and special thinking:** Compare size, mass and capacity Exploring pattern - Using balance scales - Copy, continue and create their own simple patterns	**Just like you!** **Number:** Match and sort Compare amounts **Measure, shape and special thinking:** 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
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/Grandad 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
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 Art: Drawing and painting (Self-portraits)	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: Scissor skills- Collaging mice	Music: I've got a grumpy face • Timbre • Beat • Pitch contour Art: Printing: shape pics	Music: The sorcerer's apprentice • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre Art: Hedgehog collage / Watercolour painting (vegetables)	Music: The sorcerer's apprentice • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre Art: Sculpture: Diwa lamps	Music: The sorcerer's apprentice • Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre DT: Food: Halloween cake Mechanisms: Split pin witches