



Reception Medium term plan Autumn 1

What makes me happy and healthy?

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Planning around quality text.								
Additional texts / online resources linked with theme and calendar or events.								
Links to previous learning.	<ul style="list-style-type: none"> For our Nursery children, there will be links to the topic 'Who am I?' For all children, there will be opportunities for them all to explore who they are and the things that they can do to be happy and healthy. Rainbow Fish will support children with their prior knowledge of sea creatures. Transition text- The One and Only You will support children to settle into their new environment. These were shared on Transition Day and each child was given a copy to read at home. 							
Enrichment, trips and visitors.	Black History Month							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Literacy	Use Think Equal focus text: use this to introduce Zones of Regulation to the children. Highlight important vocabulary from the text and adults will model using this language to explain their thoughts, feelings and emotions. This text will be used throughout the 'settling in' period for all children to access and become familiar with. Use phonic knowledge to write a word or caption to describe how they are feeling. - Baseline activities such as name writing, phoneme recognition. - Baseline activity- Map of my heart- linked to PSED and C and L. -RBA Completion					Use Rainbow Fish to explore ideas of friendship and what makes a good friend. Link this to the topic and generate discussion about how friendships and family can support us to be	Use Coming to England to explore themes of migration and celebration of Black History Month. Children create their own suitcase and fill it with belongings that they would take with them on a journey.	

			happy and healthy. Explore and share poems and books about friendship and belonging.	
Maths	<p>- Baseline activities such as number recognition, counting, knowing the total number in a group of objects, adding two groups of objects together.</p> <p>Focus on early mathematical experiences:</p> <p>Classifying objects based on one attribute</p> <ul style="list-style-type: none">•Matching equal and unequal sets•Comparing objects and sets•Ordering objects and sets <p>RBA completion</p>		<p>Focus on pattern and early number</p> <p>-Recognise, describe, copy and extend colour and size patterns</p> <ul style="list-style-type: none">•Count and represent the numbers 1 to 3•Estimate and check by counting	<p>Focus on numbers within 6:</p> <ul style="list-style-type: none">•Count up to six objects.•One more or one fewer•Order numbers 1 – 6•Conservation of numbers within six
PSED	<p>-Transition to Reception- introduce children to Zones of Regulation and class building activities.</p> <p>-Discuss strategies to support emotions.</p> <p>-Think Equal programme</p> <p>-Introduce children to the UN Convention on Rights of a Child and agree on class charter.</p>	<p>Introduce children to the topic 'What makes me happy and healthy?'</p>	<p>Think Equal programme</p> <p>Use the text Rainbow Fish to develop ideas of friendship, turn taking and sharing.</p>	
PD	<ul style="list-style-type: none">• Encourage children to be highly active and get out of breath several times every day. Provide opps to, spin, rock, tilt, fall, slide and bounce.• Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.• Encourage children to conclude movements in balance and stillness.• Encourage children to think about Zones of Regulation and activities that they can do to support them to be calm, happy and relaxed.• Discuss how we can keep our bodies healthy through a balanced diet, sleep and dental hygiene.			
C&L	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Start a conversation with an adult or a friend and continue it for many turns• Uses talk to organise themselves and their play			
UW	<ul style="list-style-type: none">• Develop an awareness of ourselves and others. Through conversations, build an idea of who we are and what makes us unique.• Name and describe people who are familiar to them• Begin to make sense of their own life-story and family's history• Look closely at similarities, differences, patterns and changes.• Begin to understand the need to respect and care for the natural environment and all living things.• Continue to develop positive attitudes about the differences between people.• Develop an awareness of migration and the life of Floella Benjamin through the exploration of the text Coming to England.			
EAD	<p>-Use mirrors and sketching pencils to create self portraits. Look carefully at our features and attempt to create a self portrait for our class display.</p> <p>- Agree and create class charter.</p>	<p>- Opportunities for children to create sea creatures, rainbow fish, scenes in a wide range of areas and resources.</p>	<p>- Create famous landmarks, look at artwork from the book Coming to England.</p> <p>- Children taught to use different equipment to support their learning in provision areas.</p>	

Phonics	Baseline assessments	Essential Letter and Sounds Phonics Programme
Indoor role-play Dressing Room Home Corner Costumes for occupations Telephone Box Shop		Outdoor role-play Story shed / costumes Allotment 'mud kitchen shop' Construction site