

## Literacy/English

**Word reading** Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing. To recognise their name

**Comprehension** Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Engage in story time and repeat words and phrases from familiar stories. We can predict different endings to stories.

**Writing** Children starts to make connections between my actions and the marks being made. To show an interest in mark making activities. E.G. marks in sand, cornflour, paintbrushes and water.

## Mathematics: Taught through White Rose Maths

Match, sort and compare simple pictures and objects  
Children attempt to join in with number rhymes.  
Children to bring one or two objects when an adult request.  
Engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence

Recite some number names in sequence (not necessarily understand at this stage) Circles & triangles: children notice circles and triangles all around them.

Children to understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.

To anticipate specific time-based events such as mealtimes or home time.  
Use blocks to create my own simple structure or arrangement.

## Physical Development/P.E.

**Fine:** Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors. We can pick up small objects using good control. We can use a knife and fork to eat our lunch

**Gross** Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; manage our personal hygiene throughout the day. We are increasingly independent when putting on coats and doing up zips. We can follow a series of movements including hopping, skipping and jumping. We can collaborate with others to manage large items, ie, set up obstacle course.

**Understanding the World/Science/History/Geography/R.E./Technology**

**Past and Present** Begin to make sense of their own life story and family's history. We can talk about what we did at home before we came to school. We understand that we belong to a family of different generations. We know that our parents had different types of toys and games to what we have today. We know that we will grow into adults in the future. **People, Culture and Communities.** Talk about members of their immediate family and community. Name and describe people who are familiar to them.

**The Natural World** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.



## Four Swannes Primary School

Reception Medium term plan  
of learning experiences  
Autumn 1  
2025

### Autumn 1 '25 'Wonderful me' All About Me

8.9 Week 1

Settling

15.9 Week 2

Settling/Assessment

22.9 Week 3

Settling/Assessment

29.9 Week 4

So much – Trish Cooke

6.10 Week 5

Can't you sleep little bear –  
Martin Waddell and Barbara  
Firth

13.10 Week 6

Happy Birthday Maisy – Lucy  
Cousins

20.10 Week 7

From Head-to-Toe Eric Carle

### Festivals/Special Occasions:

Diwali (Hindu)

Harvest (multi-faith)

### Trips/Experiences:

Local library

## Communication and Language

**Listening, Attention and Understanding** Understand how to listen carefully and why listening is important.

To listen to stories and understand what is happening with the help of pictures.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Engage fully in stories within the class.

Listen carefully to rhymes and song, paying attention to how they sound.

To learn rhymes, poems and songs. We can understand 'why' questions.

**Speaking** Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts.

Use full sentences when talking to friends and adults.

### Personal, Social and Emotional/PSHE:

**Self-Regulation** Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Discuss how we feel before/after this activity. What makes us happy? How can we calm ourselves when we are angry? How do we feel when we are tired? Learn turn taking.

**Managing Self.** Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. We can identify when we do and don't need help. We can dress and undress independently. To follow the rules of our class understanding why they are important. To be able to decide what I want to achieve when playing eg, I want to build a rocket. To understand that equipment and tools have to be used safely.

**Building Relationships** Play with one or more other children, extending and elaborating play ideas. We can join in small group play activities. We can play with one or more other children. We are starting to understand how others may be feeling? We can find solutions to conflict.

### Expressive arts and design/Art/Design/Music

**Creating with Materials** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing. Take part in pretend play, representing one object for another thing. To explore colours and mix them to create a new effect. To show different emotions in our drawings, such as happiness and sadness. To use drawing to represent ideas like movement or loud noises. To explore different techniques for joining materials (Glue Stick). To use some cooking techniques

**Being Imaginative and Expressive** Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. To create our own songs or improvise ones that we know. To share our feelings about watching a dance performance. To sing a song within the correct pitch of tone. To create musical patterns using body percussion. To use costumes and resources to act out narratives