

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
To recognise taught Phase 2 sounds (**s a t p i n m d g o c k c k e u r h b f l**)
To recognise taught Phase 2 Tricky Words (**the l i s**)
To begin to blend sounds together to read words using the taught sounds

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** Write some or all of their name. Write some letters accurately.

Mathematics: Taught through White Rose Maths

Match, sort and compare pictures and objects

Talk about measure and patterns

Find 1, 2 & 3: children will explore different representations of 1,2,3,4, 5 & are introduced to the concept of 1 more and 1 less.

Subitise 1,2,3: Children perceptually subitise. This form of subitising refers to instantly recognising the number of objects or items in a group without needing to count them.

Circles & triangles: children notice circles and triangles all around them and describe their properties using informal language such as 'pointy' or 'sharp' besides using mathematical language for describing the properties of circles and triangles, such as 'sides', 'straight', 'corners' and 'round'.

Shapes with 4 sides: children notice squares and rectangles all around them and begin to describe their properties.

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/Baseline Assessment

22.9 Week 3

Settling/Baseline
Assessment

29.9 Week 4

My Mum and Dad Make Me
Laugh by Nick Sharratt

6.10 Week 5

Owl Babies by Martin
Waddell

13.10 Week 6

It's My Birthday by Helen
Oxenbury

20.10 Week 7

Funny Bones by Allan
Ahlberg · Janet Ahlberg

Everywhere Bear by Julia
Donaldson

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