

RECEPTION Autumn 1 Medium Term Plan

	Week 1 01/09/20 <small>Baseline Assessment</small>	Week 2 07/09/20 <small>Baseline Assessment</small>	Week 3 14/09/20 <small>Baseline Assessment</small>	Week 4 21/09/20	Week 5 28/09/20	Week 6 05/10/20	Week 7 12/10/20
Themed Week	We CARE						
Events	WE CARE Charter	Baseline Assessment Week	Baseline Assessment	25th Sept: Classroom Displays and class charter deadline 24th: Reception workshop 1 with CC~Independence/Health 21st Sept: Harvest Assembly 1 25th - Macmillan Coffee morning 8am-9am	1st: Reception workshop 2 with CC~Learning/Homework	5th Oct: Harvest Visitors Assembly 2	12th 13th, 14th Oct: Reception Autumn Term Forest Visit Thurs 15th Oct: Rec Parent Consultation Day
Core Book	Knuffle Bunny						
CL 	I can listen to stories & predict	I can talk to my peers I can follow single instructions	I can talk to my teacher I can follow single instructions Show and Tell introduced	I can talk to adults in my class I can follow single instructions	I can follow two-step instructions	I can talk to my whole class I can follow two-step instructions	I can talk to my whole class I can follow two-step instructions
PD	I can wash my hands I can go to the toilet by myself I can be safe in the garden I can use the snack table	I can wash my hands I can go to the toilet by myself I can take my clothes off I can use the snack table	I can wash my hands I can go to the toilet by myself I know the order to put on clothes I can use the snack table	I can put my shoes on the right feet I can use classroom equipment and tools	I can put my coat on I can put my clothes the right way round I can use classroom equipment and tools	I can put my coat on and fasten it I can use classroom equipment and tools	I can get changed independently for PE I can use classroom equipment and tools
PSED	I can play in my new classroom I can put the toys away I understand our WE CARE rules	I can follow the daily routine including carpet sessions I can tell an adult when I need something	I can calm down with support I can look at the person I am talking to	I am starting to take turns with my peers I can begin to understand the differences between my feelings and express them appropriately	I know the names of all the adults in my classroom I can take turns and share resources	I know the names of all the adults in Reception I can wait for my turn and offer to share resources	
Phonics	Phase 1 Alphabet Song - letter names		s a t p	i n m d	g o c k	c k e u r	h b f ff l ll ss
Tricky words	Tricky Word Song				I the	to do into	no go so
HFW	I can recognise my own name		a at as	is it in an and am dad	on got not can	get up mum P2 captions	had but of him big if his back off P2 captions
Reading 	Introduction to books		Knuffle Bunny Special objects	Knuffle Bunny Emotions	Knuffle Bunny Too Starting school	Knuffle Bunny Free Growing up	Forest - Into the Forest - Anthony Brown (Autumn Term Forest Visit)

Letter Formation	Lines and Patterns Alphabet Song and letter names		Long ladders l t i	Long ladders u y j	Robot arms r p	Robot arms n m	Robot arms b h k
Writing  Unicef RRS Article 31	Name Writing		Name Practice Model - My Family	Name Practice Model - My Friends	Name Practice Model - My New School	Name Practice Model - Knuffle Bunny	Name Practice Model - The Forest
Maths  Unicef RRS Article 13, 24	One, two, and three!	Recognising a special number: 4!	Recognising a special number: 5!	Ordering times of the day and measuring with timers	Sorting objects into groups	Sorting with numbers, and explaining why things have been sorted.	Forest Maths - building 2D shapes, sorting
UW  Unicef RRS Article 1, 2	I can talk about myself and family	I can talk about myself and my friends	When I was a baby... Understanding the past	I know about different communities - Harvest	How I've grown and changed	Forest predictions	Forest observations
EAD	I can join in with nursery rhymes and songs. I can use a range of artistic techniques and resources with adult direction - displays			I can use a range of art resources.	Introduction to Helicopter Stories I can use a range of art resources.	Introduction to Helicopter Stories I can use a range of art resources.	Forest School Song I can use a range of art resources.
Music  Unicef RRS Article 29:	Special People: Tempo and Beat (Prime area of Learning: PSED Music Focus: Tempo and Beat)						
		Making Relationships		Self Confidence and Self Awareness		Managing Feelings and Behaviour	
	Baseline	Playing cooperatively and taking turns Taking into account the feelings and ideas of others	Showing sensitivity to others and forming positive relationships with practitioners and fellow children.	Trying out new activities and explaining which activities they like and why Sharing their ideas with others in a group	Choosing appropriate resources for their chosen activities Saying when they do and do not need help	Talking about how they and others show feelings Talking about their own and others' behaviour, and being aware that unacceptable behaviour has consequences	Working as part of a group and adjusting behaviour to different situations