


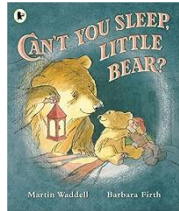
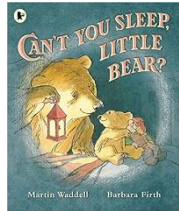
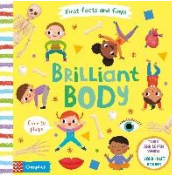


## Marvellous Me

TTS – Talk Through Stories      Wr – writing focus

	Wk 2 8/9	Wk 3 15/9	Wk 4 22/9	Wk 5 29/9	Wk 6 6/9	Wk 7 13/09	Wk 8 20/10
<b>Literacy – Writing focus</b>	Wr -Self portrait and name	LSP Writing – A Little Bit Brave	LSP Writing – A Little Bit Brave	LSP Writing – A Little Bit Brave	<b>Can't you sleep, Little Bear?</b>	<b>Can't you sleep, Little Bear?</b>	<b>Brilliant Body</b>
<b>Literacy – Reading focus</b>	Whole school focus Leaf	<b>A Little Bit Brave</b> <i>Nicola Kinnear</i>  daring (dared) stomped (stomp, stomps, stomping) adventure scurrying (scurry, scurried) proud (proudly) familiar whimpered (whimpering) gobbled (gobble)  Supporting texts – The Koala who could, The Invisible String, The Lion Inside, You Choose (Reading Spine), A Great Big Cuddle (Reading Spine), Pink is for Boys	<b>A Little Bit Brave</b> <i>Nicola Kinnear</i>  daring (dared) stomped (stomp, stomps, stomping) adventure scurrying (scurry, scurried) proud (proudly) familiar whimpered (whimpering) gobbled (gobble)  Supporting texts - The Great Big Book of Families, The Family Book (Reading Spine), A Great Big Cuddle (Reading Spine)	<b>A Little Bit Brave</b> <i>Nicola Kinnear</i>  daring (dared) stomped (stomp, stomps, stomping) adventure scurrying (scurry, scurried) proud (proudly) familiar whimpered (whimpering) gobbled (gobble)  Supporting texts - We are all welcome! The Big Book of Belonging, The Family Book (Reading Spine), My Two Grannies	<b>Talk through Stories - Can't you sleep, Little Bear?</b> <i>Martin Waddell and Barbara Firth</i>  settled (settle, settles) groaned (groan, groans, groaning) curling up (curl up, curls up, curled up) glow (glowing, glowed) hooked (hook, hooks) twinkly (twinkled, twinkles) puzzled (puzzling) cosy  Supporting texts – The Bear Who Stared Old bear Brown Bear, what do you see? (Reading Spine) We're Going on a Bear Hunt The Everywhere Bear, Winnie the Pooh (Reading Spine)	<b>Talk through Stories - Can't you sleep, Little Bear?</b> <i>Martin Waddell and Barbara Firth</i>  settled (settle, settles) groaned (groan, groans, groaning) curling up (curl up, curls up, curled up) glow (glowing, glowed) hooked (hook, hooks) twinkly (twinkled, twinkles) puzzled (puzzling) cosy  Supporting texts – The Bear Who Stared Old bear Brown Bear, what do you see? (Reading Spine) We're Going on a Bear Hunt The Everywhere Bear, Winnie the Pooh (Reading Spine)	<b>Brilliant Body – Non Fiction</b>  Human Exercise Healthy Balanced diet    Supporting texts – Funnybones (Reading Spine) Once there were Giants The Growing Story Think Big, Little One
<b>Phonics</b>	Phase 1 Recap Phase 2 - S a t p	Phase 2 - l n m d	Phase 2 - G o c k CEW – the	Phase 2 - C k e u r CEW – to, into  <b>ASSESSMENTS OF PHASE 2 SET 1 – 3 &amp; 'THE'</b>	Phase 2 - H b f ff CEW – no, l	Phase 2 - L, ll, ss CEW – go	Phase 2 – Consolidate  <b>ASSESSMENTS OF PHASE 2 SET 4 – 6 &amp; CEW TO, INTO, NO, I GO</b>
	White Rose – Getting to know you	White Rose – Match, Sort and Compare	White Rose – Match, Sort and Compare	Talk about measure and patterns	Talk about measure and patterns	It's Me 1, 2, 3	It's Me 1, 2, 3

Reception Medium Term planning – Term 1

<b>Mathematics</b>	Mastering Number – Subitising and Counting  Number songs  Recognising numbers that are personal to us	Mastering Number – Subitising and Counting  Number songs  Recognise numerals and number patterns in the environment	Mastering Number – Subitising and Counting  represent the number in a given set using different objects name quantities with number words, (e.g. “I can see 3.”) match sets to numerals make their own arrangements that can be subitised.	Mastering Number – Subitising and Counting  Counting, cardinality and ordinality  to find out ‘how many’ objects there are  1:1 correspondence  explore how all sorts of things can be counted, including sounds	Mastering Number – Composition of 5  explore how numbers can be composed of 1s  begin to investigate the composition of 3 and 4  Explore more and less	Mastering Number – Composition  Part whole relations  continue to use ‘perceptual’ subitising – instant recognition – by saying the number of sounds that they can hear, such as claps or drum beats, without needing to count	Mastering Number - Comparisons  looking carefully and using the language of comparison to describe sets of objects that they can see
<b>PSED</b>	Getting to know one another  Ready, Respectful and safe – what does this mean to us?	<b>Focus week:</b> Jigsaw – Being Me in My World  Who me?	Jigsaw – Being Me in My World  How am I feeling today?	Jigsaw – Being Me in My World  Being at school	Jigsaw – Being Me in My World  Gentle Hands	Jigsaw – Being Me in My World Our Rights	Jigsaw – Being Me in My World Our Responsibilities
<b>RE</b>	Jigsaw RE Piece 1 – Talk about people who are special to them	Jigsaw RE Piece 1 – Say what makes their family and friends special to them	Jigsaw RE Piece 1 – Identify some of the qualities of a good friend	Jigsaw RE Piece 1 – Recall and talk about stories of Jesus as a friend to others	Jigsaw RE Piece 1 – Recall and talk about stories of Jesus as a friend to others	Jigsaw RE Piece 1 – Recall a story about a special person in Sikhism and talk about what can be learnt from it	Jigsaw RE Piece 1 – Special People – Recap week
<b>EAD – Music</b>	Listen and Respond - Celebration by Kool and The Gang Nursery rhymes and action songs	Listen and Respond – Happy – Pharrell Williams Nursery rhymes and action songs	Listen and Respond – Sing by The Carpenters Nursery rhymes and action songs	Listen and Respond – Sing a Rainbow by Peggy Lee Nursery rhymes and action songs	Listen and Respond – Happy Birthday by Stevie Wonder Nursery rhymes and action songs	Listen and Respond – Our House by Madness Nursery rhymes and action songs	Recap Nursery rhymes and action songs
<b>EAD – Art and Design</b>	Creating self-portraits using paint, observing individual features (link to UTW lesson)  Leaf art linked to book	Finger painting – Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, splatter painting, fingers, objects, printing	Recognise and name primary colours  Family portraits	Understand that when colours are mixed, new colours are created.  To select and create different colours	Introducing junk modelling zone – House building  Use a range of small tools, including scissors, paintbrushes and cutlery.	Mixing secondary colours Jackson Pollock Explore working with paint on different surfaces and in different ways using different mediums (e.g. different textures, coloured, sized and shaped paper).	Mixing secondary colours to print - Winston Branch To use vocabulary associated with colour.
<b>Understanding the World</b>	<b>Who am I?</b> Describe themselves physically and make comparisons in appearance with other people	<b>Who am I?</b> Talk about things that are important to them, they like and dislike	<b>Who am I?</b> Define what a family is and who is in their family	<b>Who am I?</b> Talk about similarities and differences between their family and others	<b>Who am I?</b> Talk about features of my home  <b>Seasonal Changes</b> - How do trees and plants change in autumn?	The human body How we grow  <b>Who am I?</b> Sequence key events from their own life	Staying healthy Heathy choices/food and drink  <b>Who am I?</b> Recognise things that have changed during their life



Reception Medium Term planning – Term 1

<b>Physical Development</b>	Playground games	Playground games	Introduction to PE unit 1 tues and unit 2 Fri – fundamental movement skills	Introduction to PE unit 1 tues and unit 2 Fri – fundamental movement skills	Introduction to PE unit 1 tues and unit 2 Fri – fundamental movement skills	Introduction to PE unit 1 tues and unit 2 Fri – fundamental movement skills	Introduction to PE unit 1 tues and unit 2 Fri – fundamental movement skills
-----------------------------	------------------	------------------	---	---	---	---	---