



Reception Medium Term planning – Term 1

## Marvellous Me

TTS – Talk Through Stories      Wr – writing focus

|                                   | Wk 1 wb. 4/9  | Wk 2 wb. 11/9  | Wk 3 wb. 18/9   | Wk 4 wb. 25/9  | Wk 5 wb. 2/10   | Wk 6 wb. 9/10  | Wk 7 wb. 16/10   |
|-----------------------------------|---|--|---|--|---|--|--|
| <b>Literacy</b>                   | Book Focus<br>Starting school stories   | Book Focus<br>Pip and Egg<br>My Family Book<br>Wr -Self-portrait and name<br><br>TTS – A Little Bit Brave  | Book Focus<br>The Colour Monster<br>Wr - Sad – colour monster –<br>how can we help sad?<br><br>TTS – A Little Bit Brave   | Book Focus<br>We are all welcome!<br>The Colour of Us<br>Wr – I am...<br><br>TTS – My Monster and Me   | Book Focus<br>You Choose<br>Wr – initial sound choices<br><br>TTS – My Monster and Me   | Book Focus<br>Where the wild things are<br>On Sudden Hill<br>Wr - Design and label wild thing<br><br>TTS – I’m in Charge!  | Book Focus<br>Where the wild things are<br>Wr – I am... wild thing speech<br>bubbles<br>TTS – I’m in Charge!   |
| <b>Phonics</b>                    | Phase 1 Recap<br>oral blending and segmenting<br>Memory/sound games   | Phase 2<br><br>S a t p   | Phase 2<br><br>l n m d  | Phase 2<br><br>G o c k<br>CEW – the  | Phase 2<br><br>Ck e u r<br>CEW – to, into   | Phase 2<br><br>H b f ff<br>CEW – no, l   | Phase 2<br><br>L, ll, ss<br>CEW – go   |
| <b>Mathematics</b>                | Counting<br>Choral counting Group counting<br>Continuous provision counting                                     | Counting 5 Unit 1<br><br>Developing spatial reasoning:<br>Awareness of 3-dimensional<br>space such as physical activities<br>like crawling, tunnelling,<br>climbing, hiding and building<br>dens | Counting 5 Unit 1<br><br>Developing spatial reasoning:<br>Awareness of position exploring<br>activities using spatial words<br>such as ‘above’ ‘below’ ‘inside’<br>‘outside’ and ‘besides’ as<br>children carry out activities. | Counting 5 Unit 1<br><br>Developing spatial reasoning:<br>Awareness of 3-dimensional<br>world such as building with<br>building blocks, using shape-<br>puzzles or small world toys. | Counting 6 Unit 2<br><br>Developing spatial reasoning:<br>Awareness of 3-dimensional<br>world such as exploring outside<br>spaces and learn about making<br>journeys and how to describe<br>them. | Counting 6 Unit 2<br><br>Developing spatial reasoning:<br>Awareness of 3D shapes by:<br>talking about how 3D shapes are<br>the same or different, using<br>mathematical terms to describe<br>shapes, such as flat, straight,<br>curved, ‘it is like a...’ building<br>with 3D shapes | Counting 7 Unit 3<br><br>Developing spatial reasoning:<br>matching some shapes by<br>recognising similarities and<br>orientation finding 3D shapes in<br>the environment sorting<br>everyday objects according to<br>their shape |
| <b>PSED</b>                       | Getting to know one another<br>Class rules<br>Class toy/mascot<br><br>Online Safety:<br>Self-image and identity | Talk about me<br>Favourite story from home<br>Learning to sit and reflect<br>Class rules<br><br>Online Safety:<br>Online relationship  | Jigsaw – Being Me in My World<br><br>Piece One – Who...me?<br><br>Online Safety:<br>Online reputation   | Jigsaw – Being Me in My World<br><br>Piece Two – How Am I Feeling<br>Today?<br><br>Online Safety:<br>Online bullying   | Jigsaw – Being Me in My World<br><br>Piece Three – Being At School<br><br>Online Safety:<br>Managing online information   | Jigsaw – Being Me in My World<br><br>Piece Four – Being At School<br><br>Online Safety:<br>Health, well-being and lifestyle  | Jigsaw – Being Me in My World<br><br>Piece Five – Our Rights<br><br>Online Safety:<br>Privacy and security<br><br>Copyright and ownership  |
| <b>Expressive Arts and Design</b> | Manipulating and creating Play<br>dough<br>Nursery rhymes<br>Mini me – small world                              | Exploring natural patterns –<br>stripes, spots<br>Pip and Egg – whole school art<br>Mini me – small world<br>Small world   | Colour mixing – introducing self-<br>serve paint<br>Exploring colour<br><br>Painting honeybee/ladybird<br>Charanga!   | Self Portraits<br>Family Pictures<br><br>Charanga – Me!  | Introducing junk modelling zone<br>– choosing resources<br><br>Charanga – Me!   | Exploring printing – using a wide<br>selection of textured materials<br><br>Charanga – Me!   | Mixing secondary colours<br>Jackson Pollock – wild thing<br>painting<br><br>Charanga – Me!   |
| <b>Understanding the World</b>    | Exploring the environment around<br>us  | Exploring the environment<br>around us<br>Welly walk – leaf hunt – looking<br>for similarities and differences   | Exploring the environment<br>around us -<br>Welly walk – listening walk –<br>what else lives in our school<br>grounds?  | My Cultural Heritage – My<br>home, my family   | Comparing our families and<br>homes<br>Materials<br>Linking to we are all different   | The human body<br>How we grow<br>Baby pictures   | Staying healthy<br>Heathy choices/food and drink   |
| <b>RE</b>                         | Special People<br>We are all unique   | Special People<br>We all belong  | Special people<br>Families  | Special People<br>Friends  | Special People<br>Role Models   | Special People<br>Christianity - Jesus   | Special People<br>Christianity - Moses   |