

**Medium Term Planning Reception Termlet 1 Super Start- Who is in my world?**

Phonics teaching will begin W/C 14th September

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| **Literacy** | **Maths** | **Understanding of the World** | **Expressive Arts and Design** |
| **Can I retell stories?**   1. Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (I can engage in extended conversations about stories, learning new vocabulary). Owl babies   **Can I respond to what has been read?**   1. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (I can engage in extended conversations about stories, learning new vocabulary). All different families 2. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (I can engage in extended conversations about stories, learning new vocabulary). All different families   **Where the Wild Things Are**  4/5/6-  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (I can understand how to listen carefully and why listening is important). Write recognisable letters, most of which are correctly formed (I can form lower case letters correctly). Say a sound for each letter in the alphabet and at least 10 digraphs (I can read individual letters by saying the sounds for them). | **Do I know my daily routine?**   1. Settling in/key times of the day/routine 2. Where do things belong/positional language   **Can I match and sort objects?**   1. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (I can talk about and identify the patterns around me and use informal language like ‘pointy’, ‘spotty’, ‘blobs’). The Button Box   **Can I compare different quantities?**   1. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ( I can compare numbers). A Squash and a Squeeze 2. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ( I can compare length, weight and capacity). Dear Zoo   **Can I complete a repeating pattern?**   1. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (I can continue, copy and create repeating patterns). Red Lorry, Yellow Lorry rhymes/ We’re going on a Bear Hunt | **Can I talk about my summer holidays?**   1. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher   (I can describe events in some detail). Pete the Cat  **What is a family?**  **Are we all the same?**   1. Talk about the lives of the people around them and their roles in society (I can talk about members of my immediate family and community). Owl Babies/All different Families   **How can I tell this photo is in the past?**   1. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (I can comment on images of familiar situations in the past).   **What type of home do I live in?**   1. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (I can comment on images of familiar situations in the past). Mrs Smith’s Cottage Artefacts box/ Three Little Pigs   **Where do I live?**  **What type of home do I live in?**   1. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Draw information from a simple map). All About Different Families 2. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Draw information from a simple map). All About Different Families | **Can I create an owl baby?**   1. Make use of props and materials when role playing characters in narratives and stories (I can explore, use and refine a variety of artistic effects). Owl Babies   **Can I use materials to create my family?**   1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (I can explore, use and refine a variety of artistic effects). 2. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (I can explore, use and refine a variety of artistic effects).   **Can I re-create the Three Little Pigs homes?**   1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (I can explore, use and refine a variety of artistic effects). Three Little Pigs 2. Charanga- Pat- a- cake 3. Charanga- Pat- a -cake |

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| Communication and Language | Personal, Social and Emotional Development | Physical Development |
| This area of learning will be inter-weaved throughout the rest of the areas of the learning- it is central to what we do. | *Alongside Jigsaw we will:*  **Can I begin to talk about my feelings?**  3- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (I can express feelings and consider the feelings of others). The Colour Monster  **Can I recognise what makes me unique?**  5&6- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  (I can see myself as a valuable individual). Big Hair, Don’t Care/ Happy in our skin | This area of learning will be interweaved throughout the rest of the areas of learning.  We will be developing the skills they need to manage the school day successfully:  • lining up and queuing  • mealtimes  • personal hygiene  P.E will be x2 per week and focus on gross motor and core strength. |