

Roe Green Infant School AUTUMN MEDIUM TERM PLANNING 2024-25



RECEPTION – Amazing Me!

Week 1 9/9/24	Week 2 16/9/24	Week 3 23/9/24	Week 4 30/9/24	Week 5 7/10/24	Week 6 14/10/24	Week 7 21/10/24	Week 8 4/11/24	Week 9 11/11/24	Week 10 18/11/24	Week 11 25/11/24	Week 12 2/12/24	Week 13 9/12/24	Week 14 16/12/24
Children in half days and baseline to be complete d	Children in half days and baseline to be completed	Key Text: THE COLURN MONSTER SOUS TO SCHOOL		K WALA WHO COULD			On Sudden Hill			Key Text: THIS IS THE STAR Jon Distar Care Main		Key Text: Robin Red Vest	
Going through school rules	Going through school rules	Activity: Draw and name your colour Monster Skill: Articulate their ideas and thoughts	Activity: To describe how the colour monster is feelling. Skill: Develop their use of clear, well-formed	Activity: Making predictions from the story cover. Skill: Develop their use of clear, well-formed	Activity: Drawing a picture of Kevin, talking about him and annotating the picture with a description. Skill: Develop their small motor skills so that	Activity: Use the question hand to ask and answer questions about Koalas. Skill: Articulate their ideas and thoughts in well-	Activity: Discuss why they have two boxes. What do you think they might do with them? Repetition of 'Sometimes they are' encourage different characters the children could be and record in books. Drama activity to	Activity: Children to design their own box creation and label it.	Activity: Children to evaluate their box creations.	Activity: Discuss the similarities between the book, This is the Star, and the play script, Mary's Knitting. Children to annotate a picture of Mary knitting.	Activity: Story map of the Christmas story based on 'This is the star'.	Activity: Talking about what we can see, hear, smell and feel from the cover. Vocabulary hunt – looking for words that describe the cold. Write a list of presents we would give to someone special.	Activity: Character description He was and Robin Red Vest was and
		in well- formed sentences. (Reception)	sentences to talk about their ideas. (Reception)	sentences to talk about their ideas. (Reception)	they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, (Reception	formed sentences. (Reception) Ask questions to find out more and to check they understand what has been said to them (Reception)	recap the story. skill: Describe events in some detail. (Reception) Ask questions to find out more and to check they understand what has been said to them (Reception)	Skill: Write some letters accurately. (3-4 year olds)	Skill: Articulate their ideas and thoughts in wellformed sentences. (Reception)	Skill: Articulate their ideas and thoughts in well-formed sentences. (Reception) Write some letters accurately. (3-4 year olds)	Skill: Describe events in some detail. (Reception)	Skill: Ask questions to find out more and to check they understand what has been said to them (Reception)	Skill: Build constructive a respectful relationships. (Reception See themselves as a valuable individual. (Reception)
		<u>Baseline</u> <u>Assessments</u>											
Recordin g initial mark making.	Recording initial mark making.	Handwriting: Finger gym activities building up the children's fine motor skills	Handwriting: Finger gym activities building up the children's fine motor skills Making large scale patterns	Handwriting: Finger gym activities building up the children's fine motor skills Making large scale patterns	Handwriting: Children learning the correct pencil grip – tracing Patterns	Handwriting: Children learning the correct pencil grip – tracing & copying patterns	Handwriting: Children learning to write their name	Handwriting: Children learning to write their name	Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: c and a	Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: c and a	Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: d and g	Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: d and g	Handwriting: Nelson Handwriting: Developing Skills (Blu Level) Practise all letters learnt so far
		Phonics: s, a, t, p	Phonics: i, n, m, d	Phonics: g, o, c, k	Phonics: Reinforce all the letters and sounds learnt so far	Phonics: Reinforce all the letters and sounds learnt so far Introducing fish words	Phonics: ck, e, u, r	Phonics: h, b, f, ff	Phonics: I, II, ss	Phonics: j, v, w, x	Phonics: y, z	Phonics: Letters and sounds check	Phonics: Letters and sounds check

	Going through school rules Going through school rules	od Explorules we v turn lister	laining the s e.g. how wait our and	Activity: Talking about what makes us special.	Activity: Talking about things we like	Activity: Core value: friendly making friends in class talk about how we treat friends and positive behaviour	Activity: Talking about the different parts of the body and learning the correct names	Activity: Talking about our families looking a similarities and difference from our friends	Activity: Learning their lines and songs for the Christmas play	Activity: Learning their lines and songs for the Christmas play	Activity: Talking about how different countries celebrate Christmas	Activity: Talking about how different countries celebrate Christmas	Activity: Performing the Christmas play	Activity: Talk about the things we can do and things that make us special linked to our writing assessment
		follo und ng are imp	creasingly low rules, derstandi why they e portant.	Skill: Develop their sense of responsibility and membership of a community. (3-4 year olds)	Skill: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (3-4Year olds)	Skill: Play with one or more other children, extending and elaborating play ideas. (3-4 year olds)	Skill: Use new vocabulary through the day. (Reception)	Skill: Talk about members of their immediate family and community. (Reception)	Skill: Learn songs. (Reception)	Skill: Learn songs. (Reception)	Skill: Recognise that people have different beliefs and celebrate special times in different ways. (Reception)	Skill: Recognise that people have different beliefs and celebrate special times in different ways. (Reception)	Skill: Sing in a group or on their own, increasingly matching the pitch and following the melody. (Reception)	Skill: See themselves as a valuable individual. (Reception)
AND LANGUAGE			ary: ss book ner rules	Library: Class book corner rules	Library: Class book corner how to treat books	Library: Class book corner how to share books with friends	Library: Class book corner how to share books with friends	Library: Taking class books home and taking care of them	Library: Taking class books home and taking care of them	Library: Getting into the practice of reading your library book every day	Library: Getting into the practice of reading your library book every day	Library: Thinking about book choices, talking about books you like and what you like about them	Library: Thinking about book choices, talking about books you like and what you like about them	Library: Looking at topic books linked with Christmas and winter
COMMUNICATION AN		the f cond about -print mea -print have diffe purp -we r Engli from right from botte -the coparts bool page seque (3-4 olds)	derstand five key cepts but print: nt has caning nt can e erent coses read lish text n left to t and n top to tom tom tom tom tom tom tom tom tom t	Skill: Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book page sequencing. (3-4 Year olds)	Skill: Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book page sequencing. (3-4 Year olds)	Skill: Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book page sequencing. (3-4 Year olds)	Skill: Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book page sequencing. (3-4 Year olds)	Skill: Enjoy listening to longer stories and can remember much of what happens. (3-4 Year olds)	Skill: Enjoy listening to longer stories and can remember much of what happens. (3-4 Year olds)	Skill: Enjoy listening to longer stories and can remember much of what happens. (3-4 Year olds)	Skill: Engage in extended conversations about stories, learning new vocabulary. (3-4 Year Olds)	Skill: Engage in extended conversations about stories, learning new vocabulary. (3-4 Year Olds)	Skill: Engage in extended conversations about stories, learning new vocabulary. (3-4 Year Olds)	Skill: Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (3-4 Year olds)
	g numbers numbers Natching Match	gnising ers hing		JUST LIKE ME! Matching and sorting	JUST LIKE ME! Comparing amounts	JUST LIKE ME! Comparing size, mass & capacity.	JUST LIKE ME! Exploring patterns	Programme 1 2 3! Representing 1, 2, & 3 Circles and triangles	Comparing and composition of 1,2 &3	I'TS ME 1 2 3! Positional language	LIGHT AND DARK One more than Practical & recording in books	LIGHT AND DARK One less than Practical & recording in books	LIGHT AND DARK Representing numbers to 5. Shapes with 4 sides.	LIGHT AND DARK Time – Routines (day and night)
MATHS	quantity quan	Skill: Reci	ite nbers past Year	Skill: Sorting and classifying	Skill: Compare quantities using language: 'more than', 'fewer than'. (Reception)	Skill: Make comparisons between objects relating to size, length, weight and capacity. (3-4 Year Olds)	Skill: Continue, copy and create repeating patterns. (3-4 Year Olds)	Skill: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3-4 Year Olds)	Skill: Compare quantities using language: 'more than', 'fewer than'. (3-4 Year Olds)	Skill: Understand position through words alone – for example, "The bag is under the table," – with no pointing. (3-4 Year Olds)	Skill: Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception)	Skill: Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception)	Skill: Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Skill: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' (3-4 Year Olds)

WORLD		Activity: School tour learning where the toilets are, where your classroom is	Activity: Introducing class nature tables.	Activity: Parts of the body songs	Activity: Labelling parts of the body – shared class discussion	Activity: Learning about different people who help us linked to harvest and farmers	Activity: Learning about seasons and looking at the changes that are happening around us	Activity: Story of Diwali	Activity: Collecting different autumn items at local parks	Activity: Learning about different people who help us	Activity: Learning about different people who help us	Activity: The Christmas story	Activity: Talking about changes in our environment – weather, nature.
UNDERSTANDING THE W		Skill: Manage their own needs. - Personal hygiene (Reception)	Skill: Explore the natural world around them. (Reception) Nature Table -	Skill: Use new vocabulary in different contexts. (Reception)	Skill: Use new vocabulary in different contexts. (Reception)	Skill: Show interest in different occupations. (3-4 Year Olds)	Skill: Understand the effect of changing seasons on the natural world around them. (Reception)	Skill: Engage in story times. (Reception)	Skill: Explore the natural world around them. (Reception)	Skill: Show interest in different occupations. (Reception)	Skill: Show interest in different occupations. (Reception)	Skill: Recognise some similarities and differences between life in this country and life in other countries.	Skill: Describe what they see, hear and feel whilst outside. (Reception)
		<u>Baseline</u> <u>Assessments</u>	ongoing			-			Christmas Concert Practise	Christmas Concert Practise	Christmas Concert Practise	(Reception) Christmas Concert Practise	
A,		Focus: Learning about our new friends and listening to each other	Focus: Learning about our new friends and listening to each other	Focus: Making a tally of all the different religions in our school	Focus: Learning about different celebrations	Focus: Learning about different celebrations	Focus: Learning about Diwali	Focus: Learning about Diwali	Focus: Learning the story of Christmas	Focus: Making Christmas decorations	Focus: Parent Christmas workshop making crafts	Focus: Performing the Christmas play	Focus: Making Christmas cards
Fine moto skills penc grip, tracir shape Gross moto skills jump climb walki etc	pencil grip, tracing shapes. es. Gross motor skills proper jumping, climbing, walking, ping, ping, etc	Body Management Unit 1 Lesson 2	Body Management Unit 1 Lesson 3	Body Management Unit 1 Lesson 3	Body Management Unit 1 Lesson 4	Body Management Unit 1 Lesson 5	Speed Agility Travel Unit 1 Lesson 1	Speed Agility Travel Unit 1 Lesson 2	Speed Agility Travel Unit 1 Lesson 3	Speed Agility Travel Unit 1 Lesson 4	Speed Agility Travel Unit 1 Lesson 5	Christmas Concert Production	Speed Agility Trave Unit 1 Lesson 6
NHYSICAL DEVELOPA		Motor Skills: Putting on our coats and zipping them up	Motor Skills: Putting on our coats and zipping them up	Motor Skills: Using cutlery during lunch time	Motor Skills: Learning to manipulate playdough using our hands	Motor Skills: Learning to manipulate playdough using tools	Motor Skills: Face puzzles	Motor Skills: Autumn puzzles	Motor Skills: Using glue spreaders to make pictures	Motor Skills: Threading	Motor Skills: Joining construction materials e.g. Lego, Puzzibits, Duplo	Motor Skills: Cut and stick activities	Motor Skills: Cut and stick activ
		Skill: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (3-4 Year Olds)	Skill: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (3-4 Year Olds)	Skill: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: knives, forks and spoons. (Reception)	Skill: Show a preference for a dominant hand. (3-4 Year Olds)	Skill: Show a preference for a dominant hand. (3-4 Year Olds)	Skill: Show a preference for a dominant hand. (3-4 Year Olds)	Skill: Show a preference for a dominant hand. (3-4 Year Olds)	Skill: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: paintbrushes, scissors, (Reception)	Skill: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: paintbrushes, scissors, (Reception)	Skill: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (3-4 Year Olds)	Skill: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: paintbrushes, scissors, (Reception)	Skill: Develop their smal motor skills so that can use a range o tools competently, safely and confidently. Suggested tools: paintbrushes, scisso (Reception)

pa	/ first iinting	My first painting	Activity: First paintings	Activity: First paintings	Activity: Making self potraits	Activity: Making self potraits	Activity: Making self potraits	Activity: Making firework pictures	Activity: Making poppies for remeberance day	Activity: Exploring mark making with various tools e.g. chalk, colouring pencils	Activity: Exploring different ways to paint e.g, brush, finger paints, stamps	Activity: Exploring different ways to paint e,g, brush, finger paints, stamps	Activity: Making nature collages with the natural objects the children have collected	Activity: Making and decorating christmas cookies
EXPRESSIVE ARTS AND DESIGN			Skill: Explore colour and colour-mixing (3-4 Year Olds)	Skill: Explore colour and colour-mixing (3-4 Year Olds) FF Painting our favourite things	Skill: Join different materials and explore different textures. (3-4 Year Olds)	Skill: Join different materials and explore different textures. (3-4 Year Olds) FF Junk Modelling	Skill: Join different materials and explore different textures. (3-4 Year Olds)	Skill: Use drawing to represent ideas like movement or loud noises. (3-4 Year Olds)	Skill: Develop their own ideas and then decide which materials to use to express them. (3-4 Year Olds)	Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. (3-4 Year Olds)	Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. (3-4 Year Olds)	Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. (3-4 Year Olds)	Skill: Create collaboratively, sharing ideas, resources and skills. (Reception)	Skill: Create collaboratively, sharing ideas, resources and skills. (Reception)
					Continuous provision during – FF								-	
in. to the	achers	Settling in. getting to know the teachers and children.	BMIMW Helping others feel welcome	BMIMW Care about other people's feelings	BMIMW Work well with others	BMIMW Choose to follow the Learning Charter	BMIMW Think about everyone's right to learn	CD Accept that everyone is different	CD Include others when working and playing	CD Know how to help if someone is being bullied	CD Try to solve problems	CD Try to use kind words	CD Know how to give and receive compliments	CD Topic reflection and celebration of learning
PERSONAL, SOCIAL	ildren.		Skill: To understand how it feels to belong and that we are similar and different	Skill: I understand why it is good to be kind and use gentle hands	Skill: I am starting to understand children's rights and this means we should all be allowed to learn and play	Skill: I am learning what being responsible means	Skill: I enjoy working with others to make school a good place to be	Skill: I can identify something I am good at and understand everyone is good at different things	Skill: I understand that being different makes us all special	Skill: I know we are all different but the same in some ways	Skill: I can tell you why I think my home is special to me	Skill: I can tell you how to be a kind friend	Skill: I know which words to use to stand up for myself when someone says or does something unkind	Skill: I can recall topic knowledge I can celebrate success
OOL TRIPS														
OUI OF SCH														
WORKSHOPS														