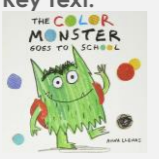


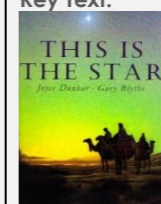





Roe Green Infant School
 AUTUMN MEDIUM TERM PLANNING 2024-25
RECEPTION – Amazing Me!



	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
ENGLISH	Children in half days and baseline to be completed	Children in half days and baseline to be completed	Key Text: 					Key Text: 			Key Text: 		Key Text: 	
	Going through school rules	Going through school rules	Activity: Draw and name your colour Monster Skill: Articulate their ideas and thoughts in well-formed sentences. (Reception)	Activity: To describe how the colour monster is feeling. Skill: Develop their use of clear, well-formed sentences to talk about their ideas. (Reception)	Activity: Making predictions from the story cover. Skill: Develop their use of clear, well-formed sentences to talk about their ideas. (Reception)	Activity: Drawing a picture of Kevin, talking about him and annotating the picture with a description. Skill: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. (Reception)	Activity: Use the question hand to ask and answer questions about Koalas. Skill: Articulate their ideas and thoughts in well-formed sentences. (Reception) Ask questions to find out more and to check they understand what has been said to them (Reception)	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 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)	Activity: Children to design their own box creation and label it. Skill: Write some letters accurately. (3-4 year olds)	Activity: Children to evaluate their box creations. Skill: Articulate their ideas and thoughts in well-formed sentences. (Reception)	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. Skill: Articulate their ideas and thoughts in well-formed sentences. (Reception) Write some letters accurately. (3-4 year olds)	Activity: Story map of the Christmas story based on 'This is the star'. Skill: Describe events in some detail. (Reception)	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. Skill: Ask questions to find out more and to check they understand what has been said to them (Reception)	Activity: Character description He was and ... Robin Red Vest was ... and Skill: Build constructive and respectful relationships. (Reception) See themselves as a valuable individual. (Reception)
	Recording initial mark making.	Recording initial mark making.	Handwriting: Finger gym activities building up the children's fine motor skills Phonics: s, a, t, p	Handwriting: Finger gym activities building up the children's fine motor skills <i>Making large scale patterns</i> Phonics: i, n, m, d	Handwriting: Finger gym activities building up the children's fine motor skills <i>Making large scale patterns</i> Phonics: g, o, c, k	Handwriting: Children learning the correct pencil grip – tracing & copying patterns Phonics: Reinforce all the letters and sounds learnt so far Introducing fish words	Handwriting: Children learning to write their name Phonics: ck, e, u, r	Handwriting: Children learning to write their name Phonics: h, b, f, ff	Handwriting: Nelson Handwriting-Developing Skills (Blue Level) Letters: c and a Phonics: l, ll, ss	Handwriting: Nelson Handwriting-Developing Skills (Blue Level) Letters: c and a Phonics: j, v, w, x	Handwriting: Nelson Handwriting-Developing Skills (Blue Level) Letters: d and g Phonics: y, z	Handwriting: Nelson Handwriting-Developing Skills (Blue Level) Letters: d and g Phonics: Letters and sounds check	Handwriting: Nelson Handwriting-Developing Skills (Blue Level) Practise all letters learnt so far Phonics: Letters and sounds check	

COMMUNICATION AND LANGUAGE	Going through school rules	Going through school rules	Activity: Explaining the rules e.g. how we wait our turn and listen to everyone Skill: Increasingly follow rules, understanding why they are important. (3-4 year olds)	Activity: Talking about what makes us special. Skill: Develop their sense of responsibility and membership of a community. (3-4 year olds)	Activity: Talking about things we like Skill: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (3-4Year olds)	Activity: Core value: friendly making friends in class talk about how we treat friends and positive behaviour Skill: Play with one or more other children, extending and elaborating play ideas. (3-4 year olds)	Activity: Talking about the different parts of the body and learning the correct names Skill: Use new vocabulary through the day. (Reception)	Activity: Talking about our families looking a similarities and difference from our friends Skill: Talk about members of their immediate family and community. (Reception)	Activity: Learning their lines and songs for the Christmas play Skill: Learn songs. (Reception)	Activity: Learning their lines and songs for the Christmas play Skill: Learn songs. (Reception)	Activity: Talking about how different countries celebrate Christmas Skill: Recognise that people have different beliefs and celebrate special times in different ways. (Reception)	Activity: Talking about how different countries celebrate Christmas Skill: Recognise that people have different beliefs and celebrate special times in different ways. (Reception)	Activity: Performing the Christmas play Skill: Sing in a group or on their own, increasingly matching the pitch and following the melody. (Reception)	Activity: Talk about the things we can do and things that make us special linked to our writing assessment Skill: See themselves as a valuable individual. (Reception)
	Library: Class book corner rules 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) <u>Baseline Assessments</u>	Library: Class book corner rules 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)	Library: Class book corner how to treat books 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)	Library: Class book corner how to share books with friends 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)	Library: Class book corner how to share books with friends 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)	Library: Taking class books home and taking care of them Skill: Enjoy listening to longer stories and can remember much of what happens. (3-4 Year olds)	Library: Taking class books home and taking care of them Skill: Enjoy listening to longer stories and can remember much of what happens. (3-4 Year olds)	Library: Getting into the practice of reading your library book every day Skill: Enjoy listening to longer stories and can remember much of what happens. (3-4 Year olds)	Library: Getting into the practice of reading your library book every day Skill: Engage in extended conversations about stories, learning new vocabulary. (3-4 Year Olds)	Library: Thinking about book choices, talking about books you like and what you like about them Skill: Engage in extended conversations about stories, learning new vocabulary. (3-4 Year Olds)	Library: Thinking about book choices, talking about books you like and what you like about them Skill: Engage in extended conversations about stories, learning new vocabulary. (3-4 Year Olds)	Library: Looking at topic books linked with Christmas and winter Skill: Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (3-4 Year olds)		
MATHS	Number writing Recognising numbers Matching quantity	Number writing Recognising numbers Matching quantity	JUST LIKE ME! Exploring numbers Skill: Recite numbers past 5. (3-4 Year Olds)	JUST LIKE ME! Matching and sorting Skill: Sorting and classifying	JUST LIKE ME! Comparing amounts Skill: Compare quantities using language: 'more than', 'fewer than'. (Reception)	JUST LIKE ME! Comparing size, mass & capacity. Skill: Make comparisons between objects relating to size, length, weight and capacity. (3-4 Year Olds)	JUST LIKE ME! Exploring patterns Skill: Continue, copy and create repeating patterns. (3-4 Year Olds)	I'TS ME 1 2 3! Representing 1, 2, & 3 Circles and triangles Skill: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3-4 Year Olds)	I'TS ME 1 2 3! Comparing and composition of 1,2 &3 Skill: Compare quantities using language: 'more than', 'fewer than'. (3-4 Year Olds)	I'TS ME 1 2 3! Positional language Skill: Understand position through words alone – for example, "The bag is under the table," – with no pointing. (3-4 Year Olds)	LIGHT AND DARK One more than Practical & recording in books Skill: Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception)	LIGHT AND DARK One less than Practical & recording in books Skill: Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception)	LIGHT AND DARK Representing numbers to 5. Shapes with 4 sides. Skill: Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	LIGHT AND DARK Time – Routines (day and night) Skill: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (3-4 Year Olds)

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

