



EMNETH ACADEMY MEDIUM TERM PLANNING – Topic Overview

CLASS	Reception
TEACHER	Miss Stanford
ACADEMIC YEAR	2021/22
TERM	Autumn 1 – All about me!

READING	WRITING	MATHS – NUMBERS, SHAPE, SPACE AND MEASURE, NUMBER PATTERNS	BUILDING RELATIONSHIPS	SELF- REGULATION
<p>Phonics Phase 2- s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l,</p> <p>Children to read 1:1 every week with an adult their flashcards including phase 2 tricky words and high frequency words and their individual big cat reading book.</p> <p>3 small group phonics reading sessions weekly.</p> <p>Parents phonics workshop.</p> <p>Key texts So much, Funny bones, While we can't hug, My hair,</p>	<p>One adult-directed literacy session weekly.</p> <p>Individual letter formation of the graphemes introduced (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l,) during phonics to practise and consolidate correct formation.</p> <p>Half term aim –</p> <ul style="list-style-type: none"> ➤ Attempt to write their name in a way that they or others can recognise. ➤ Discuss the marks they make, e.g. "this is a car" <p>Enhancements –</p> <ul style="list-style-type: none"> ➤ Self-portraits - label it with name ➤ All about me fact file – age, birthday, 	<p>One adult directed maths session weekly.</p> <p>Daily maths meeting to consolidate and practise skills taught so far.</p> <p>Half term aims –</p> <ul style="list-style-type: none"> ➤ Count to 10 ➤ To learn some counting rhymes and songs and use fingers to represent numbers. ➤ Represent numbers to 3 using objects, fives frame and fingers. ➤ Subitise to 3 ➤ Compare quantities of identical and non-identical objects 	<p>Half term aims –</p> <ul style="list-style-type: none"> ➤ Being brave to speak to unfamiliar adults & children ➤ Invites others to join a game or asks to be involved ➤ Understands they can't always have a go and they need to let others have a turn. ➤ Beginning to talk about similarities and differences between themselves and others and know that its ok that people look and enjoy different things to us. ➤ Beginning to speak freely in a group. 	<p>School behaviour policy procedure – warning given first and then time out if behaviour continues to deregulate and discuss actions with an adult. If no further improvement a visit to SLT.</p> <p>Half term aims –</p> <ul style="list-style-type: none"> ➤ Aware of school expectations and behaviour policy. ➤ Help devise a class set of rules and sign them ➤ Able to say 'sorry' when they realise they have upset someone and why ➤ Express their feelings and give simple reasons, e.g. I want Mummy.

<p>Whiffy Wilson the wolf who didn't want to go to school, Owl's first day, My Mum, My Dad, Me and my dad!</p> <p>Traditional rhymes & songs Head shoulders knees and toes Five little ducks Five little monkeys The Hokey Cokey</p> <p>Poetry The Rhythm of Life Hands</p> <p>Half term aims –</p> <ul style="list-style-type: none"> ➤ Can recognise and say sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ➤ Beginning to segment to read CVC words including the above phonemes ➤ Beginning to recognise phase 2 tricky words in text ➤ Can talk confidently about the pictures in books and answer simple questions. 	<p>favourite colour etc..</p> <ul style="list-style-type: none"> ➤ Match picture to name card ➤ Writing name to go on bikes or trikes ➤ Draw a picture of family and label family members with the initial sound ➤ Mark making activities 	<ul style="list-style-type: none"> ➤ Recognise 2D and 3D shapes and their properties <p>Enhancements –</p> <ul style="list-style-type: none"> ➤ Measuring foot with cubes ➤ Height chart ➤ Counting body parts ➤ Counting when lining up ➤ Counting objects in the learning environment when exploring ➤ Sorting rings and objects in the maths area ➤ Ordering numbers using recourses in the maths area ➤ Fives frame in the maths area 	<p>Enhancements –</p> <ul style="list-style-type: none"> ➤ Name game – bug in a rug ➤ Timers within provision to support turn taking i.e. bikes and trikes, sand ➤ Compliment friends ➤ Encourage children to play board games to support turn taking. ➤ Model to children how to act out a narrative with peers in the home corner. ➤ Team building activities 	<ul style="list-style-type: none"> ➤ Seek help through finding an adult. ➤ Allow an adult to comfort them. ➤ Recognise when a peer is upset. ➤ Know that some actions and words can hurt others feelings. ➤ Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. <p>Enhancements -</p> <ul style="list-style-type: none"> ➤ Create class rules – child's voice ➤ Explore different emotions with the children and create a feelings chart to name and categorise emotions into uncomfortable and comfortable feelings. Children use a mirror to see how that feeling looks on their face. What techniques can we use when we feel an uncomfortable
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<ul style="list-style-type: none"> ➤ To sequence familiar stories and our focus texts, retelling key events. <p>Enhancements –</p> <ul style="list-style-type: none"> ➤ Key texts in reading area to explore - retell ➤ Provide a feelings chart with the feelings labelled. Each day, encourage children to read the feelings then select their name and add it to the chart to show how they are feeling. ➤ Take full length pictures of the children. Give each child their own photo. Can they use their knowledge of initial sounds to label different parts of their body? ➤ Matching initial sound to object ➤ Initial sound camera ➤ Sound hunt 				<p><i>feeling to make a comfortable feeling?</i></p>
<p>MANAGING SELF</p>	<p>LISTENING, ATTENTION & UNDERSTANDING</p>	<p>SPEAKING</p>	<p>GROSS MOTOR SKILLS</p>	

<p>6 weekly challenges set up to encourage child-initiated play and independence.</p> <p>Children to wash hands at more regular intervals due to COVID-19 especially on entry and exit to school, before and after break and lunch time & before and after using climbing equipment.</p> <p>Half term aims -</p> <ul style="list-style-type: none"> ➤ Learn the class routines ➤ Beginning choose resources to complete learning experience with adult direction. ➤ Wash hands at regular intervals ➤ Put own coat on ➤ Choose it, use it, put it away – respecting classroom environment and resources <p>Enhancements –</p> <ul style="list-style-type: none"> ➤ What makes us unique - talk about what it means to be unique. Can the children name something that 	<p>Weekly 'weekend news' and 'bear news'. End of the day story – daily. Weekly poetry/rhyme/singing lesson.</p> <p>Half term aims –</p> <ul style="list-style-type: none"> ➤ Able to sit on the carpet quietly during short adult directed whole class learning ➤ Stays engaged in an activity long enough to create work ➤ Listens to others news and respects them whilst they are talking ➤ Follows simple, routine instructions ➤ Start to answer who, where, why, how questions ➤ Listen and join in with a range of (familiar) stories. <p>Enhancements -</p> <ul style="list-style-type: none"> ➤ Circle Time – sharing facts about me! ➤ Give me 5 ➤ Carpet spaces ➤ Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" ➤ Small world mini me ➤ Key texts available for children to re-read ➤ Talk partners ➤ No hands up 	<p>Weekly 'word of the week' lesson to broaden vocabulary.</p> <p>Half term aim -</p> <ul style="list-style-type: none"> ➤ Uses new vocabulary in continuous provision and asks the meaning of other new words ➤ Children recreate roles and storylines from home in the role play area. ➤ Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). ➤ Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). ➤ Ask simple questions (e.g. Where is Mummy?) <p>Enhancements –</p> <ul style="list-style-type: none"> ➤ Home corner – take on the role of mum and dad, imitating home 	<p>Weekly PE lesson to support gross motor development: Autumn 1 – OAA and Team Building.</p> <p>Half term aim –</p> <ul style="list-style-type: none"> ➤ Aware of others personal space ➤ Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet. ➤ Stops or attempts to avoid obstacles when running. ➤ Explores and uses climbing equipment, with a little adult support at challenging parts. <p>Enhancements -</p> <ul style="list-style-type: none"> ➤ Outdoor Physical area: <ul style="list-style-type: none"> • Balance boards • Skipping ropes • Hula hoops • Bat and ball • Bikes and Trikes • Slide • Monkey bars • Balance beam • Spinning top
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<p><i>they think makes them unique? Invite them to add a handprint to a large piece of paper and add their thoughts.</i></p> <ul style="list-style-type: none"> ➤ <i>Happy handwashing song to support thorough handwashing</i> ➤ <i>Sorting healthy and unhealthy foods. Highlighting the importance of eating plenty of fruits and vegetables.</i> ➤ <i>To make faces / kebabs out of fruit.</i> ➤ <i>Getting themselves dressed and undressed in waterproofs and dressing up clothes</i> 			<p><i>routines and experiences</i></p> <ul style="list-style-type: none"> ➤ <i>Set up a senses station. Ask the children to close their eyes and encourage them to feel, smell, look at and listen to a range of objects. Can they use suitable describing words to talk about the objects?</i> ➤ <i>Ordering the life stages from birth to elderly</i> ➤ <i>Vocabulary wall</i> 	<ul style="list-style-type: none"> ➤ <i>Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.</i>
FINE MOTOR SKILLS	EXPRESSIVE ARTS AND DESIGN – CREATING WITH MATERIALS & BEING IMAGINATIVE AND EXPRESSIVE	PEOPLE, CULTURE AND COMMUNITIES	THE NATURAL WORLD	PAST AND PRESENT

<p>Once weekly dough disco session to strength and improve fine motor development to support pencil grip.</p> <p>Half term aim –</p> <ul style="list-style-type: none"> ➤ Uses a spoon or fork to eat independently. ➤ Uses mark-making tools such as paintbrushes, pens and chalk. ➤ Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed). ➤ Cuts straight lines with scissors/snippers. ➤ Draws circles, horizontal/vertical lines. ➤ Has shown preference to a dominant hand <p>Enhancements –</p> <ul style="list-style-type: none"> ➤ Leaf rubbing and cutting ➤ Use tweezers to move small objects such as 	<p>Role play area – Home Corner</p> <p>Music</p> <ul style="list-style-type: none"> ➤ Day of the week song ➤ Line up song ➤ The Hokey-Cokey ➤ Head, shoulders, knees and toes <p>Half term aim –</p> <ul style="list-style-type: none"> ➤ Respond to music with movement. ➤ Request a favourite song/rhyme. ➤ Know and join in with some nursery rhymes or favourite songs and poems. ➤ Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. ➤ Develop storylines through small-world or role-play. ➤ Knows some colours that can be created by mixing two different coloured paints together ➤ Use objects as representations in pretend play, e.g. a pinecone as a piece of fruit. 	<p>RE lesson once weekly. Topic lesson once weekly.</p> <p>Half term aim-</p> <ul style="list-style-type: none"> ➤ Know some similarities & differences between themselves and their family and others - everyone's unique. Explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. ➤ Can talk about their immediate and extended family. Commenting on photos of their family; naming who they can see and of what relation they are to them. ➤ Can talk about what they do with their family and places they have been with their family. 	<p>Natural resources in home corner for children to use their own representations in role play.</p> <p>Half term aim -</p> <ul style="list-style-type: none"> ➤ Explore outdoors and observe closely the different natural objects – changes from summer to autumn. ➤ Using their imagination when exploring natural materials ➤ Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words e.g. “a heavy log” “wet leaves”. ➤ Show understanding that we need to care for living things. <p>Enhancements -</p> <ul style="list-style-type: none"> ➤ Encourage children to explore the outdoor area. What objects can they collect? Can 	<p>Topic lesson once weekly.</p> <p>Vintage resources in the home corner for the children to explore during continuous provision for example posser, typewriter, telephone.</p> <p>Half term aim –</p> <ul style="list-style-type: none"> ➤ Discuss who is in their family and show some sense of their own history, e.g. “I was born first and then the twins” or “before I was born, Mummy lived in Spain but now we live in Emneth”. <p>Enhancements –</p> <ul style="list-style-type: none"> ➤ Photographs of their family before and after they were born. ➤ Photos of the children as a baby and now – life cycle.
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<p>pom poms and beads</p> <ul style="list-style-type: none"> ➤ Hammering golf tees into pumpkins ➤ Pumpkin carving ➤ Name writing ➤ Writing tray ➤ Playdough ➤ Peg boards ➤ Bubble wrap ➤ Modelling foam ➤ Cutting/grating vegetables ➤ Planting sunflowers 	<ul style="list-style-type: none"> ➤ Use blocks/construction toys to build "small worlds" e.g. a house and a garden. <p>Enhancements -</p> <ul style="list-style-type: none"> ➤ Lolly stick house - teaching children, the technique of joining materials with glue or tape. ➤ Outdoor stage with musical instruments, props, dressing up and speaker to play music - children get to pick songs ➤ To make portraits in various mediums – loose parts, pencil, paint, playdough. ➤ To make an x-ray of our hand using chalk and cotton buds. ➤ Children to explore body percussion, such as clapping their hands, stamping their feet and patting their legs. ➤ Colour mixing ➤ Different lengths and styles of fabric provided in the 	<ul style="list-style-type: none"> ➤ Familiar with the name of the road, and or village/town/city the school is located in and their journey to school. <p>Enhancements</p> <ul style="list-style-type: none"> ➤ Baby photos – what's similar & different? ➤ Home corner – family tree. ➤ Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. ➤ Draw their own map of their journey to school. 	<p>they describe the texture of the objects?</p> <ul style="list-style-type: none"> ➤ Autumn Walk to identify and discuss weather and seasonal features. Explore the changes in animal behaviours. ➤ Plant and care for own bulb/plant as a gift for their mum over autumn and winter. Discuss how we care for the natural world around us. ➤ Place some autumn leaves, conkers, acorns and pine cones into the tuff spot. Provide magnifying glasses for children to use to examine the natural materials. ➤ Create a self-portrait using natural materials. ➤ Create a name card using natural resources. 	
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	<p><i>craft area for children to use their own imagination to become capes, the roof of a small den, a picnic rug or an invisibility cloak.</i></p>			
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