

Reception - All About Me & People Who Help Us - Medium Term Planning- Autumn 1 (2025/26)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 03.09.25	Show more confidence in new social situations. (3-4yr olds). Circle time-chn to introduce themselves to each other and say something	Sing a large repertoire of songs (3-4yr olds) Listen carefully to rhymes and songs, paying attention to how they sound. (Reception) Learn rhymes, poems and songs	Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4yr olds) Develop their	Make marks on their picture to stand for their name (Birth-3yrs olds) Write some or all their name (3-4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Lesson 1: Chn to draw a picture of themselves and write their name.	Develop their phonological awareness, so that they can: <i>-recognise words with the same initial sound, such as money and mother</i> (3-4yr olds) Letters and Sounds and Bug Clun Phonics. Phase 1, aspect 7 recap. Oral blending and segmenting of the sounds s a t p i n. Tuning into sounds.	3-day week.	3-day week.	3-day week.	3-day week.	Creating and thinking critically - take part in simple pretend play. For example, children may use objects such as a sponge to pretend to wash the dishes or 'drink' from a cup. Home corner, role play area.

	about them selves .	(Recepti on) <i>Chn to sing and learn a variety of nursery rhymes.</i>	small motor skills so that they can use a range of tools comp etentl y, safely and confi dentl y. Sugge sted tools: pencil s for drawi ng and writin g, paint							
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			brushes, scissors, knives, forks, and spoons (Reception) <i>Chn to paint and cut out paintings for 'our class' display.</i>							
2 08.09.25	Talk about their	Enjoy listening to	Be increasingly	Make marks on their picture to stand for their name (Birth-3yrs olds)	Develop their phonological	*NCETM – Week 1 – Subitising* Fast recognition of up to	*See Forest School	Listen with increas	*Understandin g the	Creating and thinking critically - take part in simple pretend

feelings using words like 'happy', 'sad', 'angry' or 'worried'. (3-4yr olds) Begin to understand how others might be feeling (3-4yr olds) Identify and	longer stories and remember much of what happens (3-4yr olds) Engage in story times (Reception) Story time	independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. (3-4yr olds)	Write some or all their name (3-4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Tuesday - Lesson 1: – following UW activity - Draw their home and write initial sounds to match their drawing. Lesson 2: Draw and write names of family members that they live with.	awareness, so that they can: <i>-recognise words with the same initial sound, such as money and mother</i> (3-4yr olds) Letters and Sounds and Bug Club Phonics. Phase 1, aspect 7 recap. Oral blending and segmenting of the sounds s a t p i n LS-Listening and remembering sounds (Monday and Tuesday AM) LS-Say the sounds (Wednesday and Thursday AM) Recap of phase 1	3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Lesson 1-4. LO: To subitise numbers 1 & 2. LO: To subitise within 3 and make and describe spatial patterns with 3 dots. LO: To represent quantities using their fingers in different ways. LO: To identify sub-groups of 1, 2 and 3 in larger arrangements,	Activity.* Continue to develop positive attitudes about the difference between people (3-4yr olds) Draw information from a simple map (Reception) Draw basic map of	ed attention to sounds (3-4yr olds) Explore and engage in music making and dance, performing solo or in groups (Reception) Explore body percussion, such as clapping hands,	World objective and activity* Use all their senses in hands-on exploration of natural materials (3-4yr olds) Begin to understand the need to respect and care for the natural environ	play. For example, children may use objects such as a sponge to pretend to wash the dishes or 'drink' from a cup. Home corner, role play area.
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	<p>moderate their own feelings socially and emotionally (Reception)</p> <p>Express their feelings and consider the feelings of others (Reception)</p>		<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none">- regular physical activity- healthy				<p><i>Craven Arms and features. Discuss and link to where chn live. Chn to draw their house on whiteboards.</i></p> <p><i>Monday PM</i></p>	<p><i>stamping their feet and patting their legs.</i></p>	<p>ment and living things (3-4yr olds) Explore the natural world around them (Reception) <i>Explore the FS area and discuss rules and expectations.</i></p>	
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	<p>Show chn diffe rent emoti on faces . How are they feelin g? When have you felt like this? How do you feel now?</p>		<p>eating - tooth brush ing - sensi ble amoun ts of 'scree n time' - havin g a good sleep routin e - being a safe pedes trian (Rece ption)</p>							
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			<i>Demonstrate how and why to wash our hands properly. Chn to have a go.</i>							
3 15.0 9.25	Develop a sense of responsibility and membership of a community (3-	Know many rhymes, be able to talk about familiar books, and be able to tell a long story	Are increasingly able to use and remember sequences and patterns of move	*Reception Baseline Assessments* *Speech and Language Assessments*	Read individual letters by saying the sounds for them (Reception) <i>Letters and Sounds and Bug Clun Phonics. Phase 2, week 1. Teach set 1 letters- s a t p Briefly practise oral blending and segmentation.</i>	*Reception Baseline Assessments* *Speech and Language Assessments*	Begin to make sense of their own life-story and family's history	Play instruments with increasing control to express their feelings and ideas	*Expressive Arts and Design* Develop their own ideas and then decide which	Active Learning- Participate in routines, such as going to their cot or mat when they want to sleep Begin to predict sequences because they know routines. For example, they may anticipate lunch

	<p>4yr olds) Build const ructiv e and respe ctful (Rece ption)</p> <p>Walk aroun d schoo l & explo re the new librar y.</p>	<p>(3-4yr olds) Retell the story, once they have develope d a deep familiari ty with the text; some as exact repetitio n and some in their own words (Recepti on) Act out 'We're going on a Bear Hunt'.</p>	<p>ments which are relate d to music and rhyth m (3-4 yr olds) Revis e and refin e the funda menta l move ment skills they have alrea dy acquir ed: - rollin g</p>				<p>(3-4yr olds) Comme nt on images of familia r situati ons to the past (Recep tion) Chn to bring in old and recent photog raphs of special family events and family membe rs. Discuss</p>	<p>(3-4yr olds) Explor e and engage in music making and dance, perfor ming solo or in groups (Recep tion) Explor e and repres ent differe nt feeling s using instru ments. Talk about their</p>	<p>materi als to use to expres s them (3-4yr olds) Explor e differe nt materi als freely, in order to develop their ideas about how to use them and what to make (3-4yr olds)</p>	<p>when they see the table being set, or get their coat when the door to outdoor area opens Morning timetable. Chn to sequence own timetable during CIL.</p> <p>Playing and exploring- Bring their own interest that they have been previously taught. Wet sand and gravel. Provide chn with buckets, spades. Can they move sand from one container to another?</p>
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			<div>- crawling</div> <div>- walking</div> <div>- jumping</div> <div>- running</div> <div>- hopping</div> <div>- skipping</div> <div>- climbing (Reception)</div> <div>Play 'Follow Leader' game</div>				<div>ifferences .</div>	<div>chosen feelings and why they have used those sounds to represent.</div> <div>Friday PM.</div>	<div>Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception)</div> <div>Self portraits using paper, pens and natural</div>	
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			<i>with action cards . Other children to copy and do.</i> <i>Wednesday PM</i>						<i>materials found in the FS area.</i> <i>Thursday PM.</i>	
4 22.09.25	Show more confidence in new social situations (3-4yr olds) See them	Be able to express a point of view and to debate when they disagree with an adult or a friend, using	Are increasingly able to use and remember sequences and patterns of move	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm'	Read individual letters by saying the sounds for them (Reception) Letters and Sounds and Bug Club Phonics. Phase 2, week 1 . Teach set 1 letters- s a t p Briefly practise oral blending and segmentation	NCETM Mastering Number - Week 2 – Counting, cardinality and ordinality. Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Continue to develop positive attitudes about the difference between people	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Create closed shapes with continuous line and begin to use these shapes to represent	Playing and Exploring-Make independent choices. Do things independently that they have been previously taught Self-portraits using paper plates and creative resources

	<p>selves as a valuable individual (Reception)</p> <p>Speak in front of group and tell others something they are good at.</p>	<p>words as well as actions (3-4yrs old)</p> <p>Articulate their ideas and thoughts in well-formed sentences (Reception) 'Guesses who game.'</p> <p>Chn to stand in front of the class. Chn to explain answers.</p>	<p>ments which are related to music and rhythm (3-4 yr olds)</p> <p>Progress towards a more fluent style of moving, with developing control and grace (Reception)</p>	<p>for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Drawing Club – Story book: Colour Monster</p> <p>Lesson 1: Character (Colour Monster) What colour will the monster be and why? T – scribe!</p> <p>Lesson 2: Home for the emotion jars. Where might each emotion live and why? T – scribe! E.g. Black (fear) might live in a dark cupboard because they are scared!</p>		<p>Show 'finger numbers' up to 5.</p> <p>LO: To practice counting to 5 and know that the last number in the count tells us how many altogether (cardinality).</p> <p>LO: To practice counting to 5 and count objects, actions and sounds.</p> <p>LO: To experience counting sounds and practice counting objects, actions and sounds, only once.</p> <p>LO: To practice counting objects, actions or sounds and record the results of their count.</p>	<p>(3-4yr olds)</p> <p>Draw information from a simple map (Reception)</p> <p>Draw basic map of Craven Arms and features. Discuss and link to where chn live. Chn to draw their house/ simple map.</p>	<p>(3-4yr olds)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses (Reception)</p> <p>Sing 'head, shoulders, knees and toes' with actions.</p>	<p>objects (3-4yr olds)</p> <p>Create collaboratively sharing ideas, resources and skills (Reception)</p> <p>Use natural materials to make a model/picture of their homes, chn to use the tablets to</p>	<p>Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into a slot, they try another piece to see if it will fit</p> <p>Tweezers and marble putting into different containers, ice cube trays, tees.</p>
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		Tuesday PM.	Cosmic Kids Yoga Thursday PM.				Monday PM	Friday PM.	take photos of their creations. Thursday PM.	
5 29.09.25	Select and use activities and resources, with help when needed. This helps them to achieve a goal	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran,' 'swimmed' for 'swam.'	Continue to develop their movement, balancing, riding (scooter, trikes and bikes) and ball skills (3-	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds)	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception) Letters and Sounds and Bug Club Phonics. Phase 2, week 2. Teach set 2 letters- i n m d Briefly practise oral blending and segmentation. Begin to read words with letters learnt so far.	NCETM – Mastering Number – Week 3 – Composition. Fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3-4 year olds). Say one number for each item in order: 1,2,3,4,5. (3-4 year olds). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3-4 year olds).	Show interest in different occupations (3-4 year olds). Talk about members of their immediate family and community (Reception).	Take part in simple pretend play, using an object to represent something else even though they are not similar (3-4yr olds)	*Expressive Arts and Design * Develop their own ideas and then decide which materials to use to express them	Active Learning- Review their progress as they try to achieve a goal. Check how well they are doing Puzzles Active Learning- Use a range of strategies to reach a goal they have set themselves Who can make the tallest tower? Chn to have a choice of construction

	they have chosen, or one which is suggested to them (3-4 yr olds) Show resilience and perseverance in the face of challenge (reception)	(3-4 yr olds) Connect one idea or action using a range of connectives (Reception) Show children photos 'people who help us.' Discuss what they do. Have they ever been helped by one of them? Tuesday PM.	4yr olds) Further develop and refine a range of balls skills including: throwing, catching, kicking, passing, batting, and aiming (Reception)	Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Drawing Club: Traditional Tale – Three Little Pigs Lesson 1: Character – Wolf/Pig Lesson 2: Setting – design a house for the 3 pigs to live in.	High frequency words- is it	LO: To know that 2 is made up of a 1 and another 1. To make their own collections of 2 objects and identify the '1 and another 1' within them. LO: To identify when a collection is composed of 3 objects and to create their own collection of 3.	Name and describe people who are familiar to them (Reception). Look at pictures on Purple Mash and discuss roles of 'people who help us.'	Develop storylines in their pretend play (Reception) Play in new 'Dentist' role play area. Friday PM.	(3-4yr olds) Explore different materials freely, in order to develop their ideas about how to use them and what to make (3-4yr olds) Return to and build on their	resources to use
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	<i>Pictures of 'people who help us' cut up into puzzles. Chn to work together to complete. Wednesday PM</i>		<i>Reception) Throwing and catching equipment Wednesday PM.</i>						<i>previous learning, refining ideas and developing their ability to represent them (Reception). Bracelets using masking tape and natural materials.</i>	
6 06.1 0.25	Become more	Understand and 'why' question	Be increasingly	Add some marks to their drawing, which they give meaning to. For example: "That	Blend sounds into words, so that they can read short	NCETM - Week 4: Subitising	Show interest in	Explore difference	*Physical Development	Playing and Exploring- Reach for and accept

outgoing with unfamiliar people, in the safe context of their setting (3-4yr olds) Build constructive and respectful relationships (Reception) 'People who help us'	s, like: "Why do you think the caterpillar got so fat?" (3-4yr olds) Understand and how to listen carefully and why listening is important (Reception) Learn new vocabulary (Reception) 'People who help us'	independent in meeting their own needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly (3-4yr olds) Make healthy	says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3-4yr olds) Write some letters accurately (3-4yr olds) Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Drawing Club – Adventure from the past: Bill & Ben – the Rainbow https://www.youtube.com/watch?v=IrcIPNblqQo Lesson 1: Character – Bill & Ben Lesson 2: Setting – The Garden	words made up of known letter-sound correspondences (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception) Letters and Sounds and Bug Club Phonics. Phase 2, week 3. Teach set 2 letters- g o c k Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral segmentation for spelling.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3 and 4 yr olds) Explore the composition of numbers to 10 (3) (Reception) Challenge: Compose number 4 in different ways. LO: To subitise arrangements of 2 and 3 and practice making them with their fingers. LO: To subitise auditory patterns up to 3. LO: To show small quantities on their fingers and use positional language to describe patterns up to 4. LO: To make patterns showing 4 and use	different occupations (3-4yr olds) Talk about members of their immediate family and community (Reception) Name and describe people who are familiar to them (Reception)	different materials freely, in order to develop their ideas about how to use them and what to make (3-4yr olds) Return to and build on their previous learning, refining	present activity* Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4yr olds) Develop their small motor skills so that they can use a range of	objects. Make choices and explore different resources and materials Loose parts Creating and thinking critically- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Pictures of different uniforms and objects. Match together. Which 'person who helps us' do they belong to?
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	<i>help us' Nurse talk. Be confident, good behaviour and speak to the visitor with confidence.</i>	<i>visitor in school to talk about their job role.</i>	hy choices about food, drink, activity and tooth brushing (3-4yr olds) Know and talk about the different factors that support their overall		<i>High frequency words- and</i>	positional language to describe it.	<i>Thinking about 'people who help us' and their jobs. What other jobs are there?</i>	g ideas and developing their ability to represent them (Reception) <i>Make 'someone who helps us out of playdough)</i>	tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception) <i>Painting the trees</i>	
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			health and wellbeing: <ul style="list-style-type: none">- regular physical activity- healthy eating- tooth brushing- sensible amounts of 'screen time'- havin						with mud.	
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			<p>g a good sleep routine - being a safe pedestrian (Reception)</p> <p><i>Talk about different ways to keep healthy</i></p>							
7 13.1 0.25	Build constructive and respectful relationships	Understand 'why' questions, like: "Why do you think	*See forest school activity.*	Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Birth – 3 years old).	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Reception).	White Rose Maths: Measure & Patterns Compare sizes, weights etc. Using gesture and language- 'bigger/little/smaller,'	Show interest in different occupations	Explore different materials freely,	*Physical Development Activity*	Playing and Exploring- Reach for and accept objects. Make choices and explore different

<p>onships (Reception). Make a thank you card to give to the local dentist for looking after our teeth. Monday PM</p>	<p>the caterpillar got so fat?" (3-4-year-olds). Understand and how to listen carefully and why listening is important (Reception). Learn new vocabulary. (Reception). 'People Who Help Us' video, talking about what a</p>		<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (3-4 year olds).</p> <p>Write some letters accurately (3-4 year olds).</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Drawing club – Story books: Tiddler</p> <p>Lesson 1: Character – Tiddler</p> <p>Lesson 2: Setting – The Classroom</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Reception). Letters and Sounds Bug Club Phonics. Phase 2, week 3. Teach set 2 letters – g, o, c, k. Briefly practice oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral segmentation for spelling. High frequency words – and.</p>	<p>'high/low', 'tall', 'heavy'. (Birth- 3 yr olds)</p> <p>Make comparison between objects relating to size, length, weight and capacity (3-4 yr olds)</p> <p>Challenge: Compare length, weight and capacity (Reception)</p> <p>Chn to have play dough and make different sized balls. Which is bigger/smaller? Can you make a bigger/smaller one than that ball?</p> <p>Challenge: Chn to measure play dough balls using the balance scales. Can you get the scales to balance?</p> <p>* Phase 1- Measure and patterns*</p>	<p>(3-4 year olds). Compare and contrast characters from stories, including figures from the past. (Reception). Learn about Florence Nightingale and what she did to help</p>	<p>in order to develop their ideas about how to use them and what to make (3-4 year olds). Return to and build on their previous learning, refining ideas and develop</p>	<p>Show a preference for a dominant hand (3-4 year olds). Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4 year olds). Develop their small</p>	<p>resources and materials Loose parts</p> <p>Creating and thinking critically- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Pictures of different uniforms and objects. Match together. Which 'person who helps us' do they belong to?</p>
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		<p>firefighter does. - https://www.youtube.com/watch?v=d9RQDZEmf4I</p> <p>Tuesday PM</p>			<p>Extend and create ABAB patterns – stick, leaf, stick, leaf (3-4 yr olds)</p> <p>Notice and correct an error in a repeating pattern</p> <p>(3-4 yr olds)</p> <p>Challenge: Continue, copy and create repeating patterns (Reception)</p> <p>Use actions to continue a AB pattern. Clap hands, pat knees, clap hands etc.</p> <p>Challenge: Chn to correct a mistake in a AB pattern.</p>	<p>people.</p> <p>Wednesday PM</p>	<p>ing their ability to represent them (Reception). Make 'someone who helps us' out of playdough'. Friday PM</p>	<p>motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and</p>	
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									spoons. (Recep tion). Tap-a- shape hamme r, boards, pins, and leaves to pin onto the boards. Thursd ay PM	
8 20.1 0.25	Incre asingl y follow rules, under stand ing why they are	Sing a large reperto ire of songs (3-4 year olds). Listen carefully to	Conti nue to devel op their move ment, balan cing, riding	Understand the five key concepts about print: -print has meaning -print can have different purposes -the names of the different parts of a book	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception). Read simple phrases and sentences made up of words with	NCETM - Week 5: Comparison Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). (3 and 4 yr olds). Show finger numbers up to 5. (3 and 4 year olds).	Show interes t in differe nt occupa tions (3-4 year olds).	Join differe nt materi als and explore differe nt textur es (3-	*Comm unicati on & Langua ge Activit y.* Can start a conver sation	Playing and Exploring- Respond to new experiences that you bring to their attention. <i>Cleaning toys using sponges, brushes, cloths.</i>

important (3-4 year olds). Do not always need an adult to remind them of a rule (3-4 year olds). Manage their own needs (Reception).	rhymes and songs, paying attention to how they sound (Reception). Learn rhymes, poems, and songs (Reception). Sing nursery rhymes. Tuesday PM	(scooter, trikes, and bikes), and ball skills (3-4-year-olds). Combine different movements with ease and fluency (Reception). Obstacle course with a	<p>-page sequencing (3-4yr olds)</p> <p>Engage in extended conversations about stories, learning new vocabulary (3-4yr olds)</p> <p>Challenge: Read sounds into words, so that they can read short words made up of known letter-sound correspondences (Reception)</p> <p>Drawing Club – Traditional Tales: The Gingerbread Man</p> <p>Lesson 1: Read the Gingerbread Man story to children and look through key features of a story.</p> <p>Add some marks to their drawing, which they give meaning to. For example: "That</p>	<p>known letter-sound correspondences and, where necessary, a few exception words. (Reception). Letters and sounds Bug Club Phonics. Phase 2, week 3. Teach set 2 letters - g, o, c, k. Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling. High frequency words - 'and'</p>	<p>Compare quantities using language 'more than' or 'fewer than.' (3-4 year olds).</p> <p>LO: To compare amounts using the appropriate language.</p> <p>NCETM - Week 5: Comparison Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3 and 4 yr olds).</p> <p>Show 'finger numbers' up to 5 (3 and 4 yr olds). Compare quantities using language 'more than' or 'fewer than.' (3-4 year olds).</p> <p>LO: To compare amounts using the appropriate language and discuss the differences.</p>	<p>Talk about members of their immediate family and community (Reception). Talk about what their family members do for their job. What different jobs are there?</p>	<p>4-year-olds). Create collaboratively sharing ideas, resources, and skills (Reception). Outline of person 'people who help us'. Children are to work together in small groups and use different</p>	<p>with an adult or a friend and continue it for many turns (3-4-year-olds). Describe events in some detail (Reception). Make bird feed and talk about what we are doing. Thursday PM</p>	<p>Active Learning- Keep on trying when things are difficult. Using tools correctly when playing with the tap-a-shape</p>
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	Children are to wash their hands before break time		range of equipment. Wednesday PM	<p>says mummy.” (Birth-3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy (3-4yr olds)</p> <p>Write some letters accurately (3-4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Lesson 2: Character – The Gingerbread Man</p> <p>Lesson 3: Setting – The River/The Little Old Lady’s House.</p>			Monday PM	nt glues and tape to add different materials to represent. Friday PM		
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Reception - Winter & Christmas - Medium Term Planning- Autumn 2 (2025/26)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 03.1 1.25	Develop appropriate ways of being assertive	Engage in non-fiction books	Make healthy choices about food,	Add some marks to their drawing, which they give meaning to. For example: "That	Read a few common exception words matched to	NCETM – Week 6: Counting, ordinality and cardinality. Show 'finger numbers' up to 5 (3 and 4 yr olds).	*See Forest School activity*	Use drawing to represent ideas like	Understanding the World	Creating and Thinking Critically-Concentrat

	<p>(3-4yr olds) Build constructive and respectful relationships (Reception) Chn to play 'teddy bears' picnic' themed matching pair game (Purple Mash resource) with friends.</p>	<p>(Reception) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (Reception) Look at fiction and non-fictions books about bears.</p>	<p>drink, activity and toothbrushing (3-4yr olds) Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity</p>	<p>says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3 and 4yr olds) Write some letters accurately (3 and 4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Drawing Club – Adventures of the Past: Bagpuss – The Old Man's Beard https://www.youtube.com/watch?v=WJMD0mE1J-c</p>	<p>the school's phonic programme (Reception) Letters and Sounds and Bug Clun Phonics. Phase 2, week 4. Teach set 2 letters- ck e u r Briefly practise oral blending and segmentation. Read words learnt so far and begin to read captions. Oral and letter segmentation for spelling captions.</p>	<p>Say 1 number for each item in order: 1,2,3,4,5 (3 and 4 year olds) Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) (3 and 4 year olds). LO: To practice the counting sequence to 5. NCETM – Week 6: Counting, ordinality and cardinality. Show 'finger numbers' up to 5 (3 and 4 yr olds). Say 1 number for each item in order: 1,2,3,4,5 (3 and 4 year olds) Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) (3 and 4 year olds).</p>		<p>movement or loud noises (3-4yr olds) Listen attentively, move to and talk about music, expressing their feelings and responses (Reception) Watch animation of 'We're going on a bear hunt.' Chn to have a white board and draw to represent</p>	<p>activity* Plant seeds and care for growing plants (3-4yr olds) Explore the natural world around them (Reception) Understand the effect of changing seasons on the</p>	<p>on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. Indoor and outdoor role play areas to be set up. Active Learning- Keep on trying when things are difficult. Chn to set up the water</p>
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			<ul style="list-style-type: none">- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian (Reception) Children to bring in a teddy	Lesson 1: Character – Bagpuss Lesson 2: Setting – Emily's Shop	High frequency words- and Tricky words- the to	LO: To use a dice frame to represent 5 in different ways.		the music and loud/quiet noises.	natural world around them (Reception) Plant Tulip bulbs in the FS area (Tuesday PM)	guttering to transport water from one end to the other.
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			<i>food for a healthy teddy bears picnic.</i>							
2 10.1 1.25	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried.' (3-4yr olds) Identify and moderate their own feelings socially and emotionally	Know many rhymes, be able to talk about familiar books, and be able to tell a long story (3-4yr olds) Retell the story, once they have developed	Use one-handed tools and equipment, for example, snips in paper with scissors (3-4yr olds) Develop their small motor skills	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3 and 4yr olds) Write some letters accurately (3 and 4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)	Read a few common exception words matched to the school's phonic programme (Reception) Letters and Sounds and Bug Club Phonics. Phase 2, week 4. Teach set 2 letters- ck e u r Briefly practise oral blending and segmentation.	White Rose Maths: Shape - Circles and Triangles. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3-4yr olds) Recognise some similarities and differences between life in this country and life in other	Create their own songs, or improvise a song around on they know (3-4yr olds) Explore and engage in music making and dance, performing solo or in groups (Reception)	*Expressive Arts and Design activity* Create closed shapes with continuous line and begin to use these shapes to represent object	Playing and exploring- Respond to new experiences that you bring to their attention Chn to have resources to set up plates, knives and forks for teddy bears' picnic Active Learning-

	<p>lly (Reception) Children to bring in their favourite teddy. Share with a small group of children why it is special to them, how long they have had it for etc. How the teddy makes them feel.</p>	<p>ed a deep familiarity with the text; some as exact repetition and some in their own words (Reception) 'We're going on a bear hunt' story map to act out.</p>	<p>so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p>Drawing Club – Story books: The Gruffalo's Child</p> <p>Lesson 1: Character – The Big Bad Mouse</p> <p>Lesson 2: Setting – The Gruffalo's Cave</p>	<p>Read words with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling captions. High frequency words- and Tricky words- the to</p>	<p>Challenge: Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (Reception) Give children a range of different triangles and circles. What are they? How do you know? Talk about the shapes using appropriate language. Challenge: To find circle and triangles in shape pictures.</p> <p>LO: To make a Winter picture using circles and triangles and discuss sizes and length. Challenge: Use positional language.</p> <p>LO: To go on a shape hunt around the school and see what shapes can be found on everyday objects. E.g. the clock is a circular shape and bunting is triangular.</p>	<p>countries (Reception) Recognise some environments that are different to the one in which they live (Reception) Look at different bears from around the world and the different types of environments they live in</p>	<p>Create music to the different noises/themes from the story 'we're going on a bear hunt.'</p>	<p>s (3-4yr olds) Create collaboratively sharing ideas, resources and skills (Reception) In pairs use sticks to create a frame/outline and then find natural materials to make</p>	<p>Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on the top of a table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. Use different tools for selected</p>
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			(Reception) Cut out and paint bear mask.						<i>picture .</i>	<i>purposes in the mud kitchen area to make food for the teddy bears' picnic.</i>
3 17.1 1.25	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesti	Enjoy listening to longer stories and can remember much of what happens (3-4yr olds) Listen to and talk about stories to build familiarity and	Continue to develop their movement, balancing, riding (scooter, trikes and bikes) and ball skills (3-4yr olds)	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3 and 4yr olds) Write some letters accurately (3 and 4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences	NCETM— Week 7: Counting, cardinality and ordinality. Show 'finger numbers' up to 5. (3-4 year olds). Say 1 number for each item in order: 1,2,3,4,5. (3-4 year olds). Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) (3-4 year olds). LO: To use the hand template to make 5 and give reasoning as to how you know it is 5. Fast recognition of up to 3 objects without having to individually count	Explore collections of materials with similar and/or different properties (3-4yr olds) Talk about difference between materials and changes they notice (3-4yr olds) Children to explore different types of materials. Linked to	Develop their own ideas and then decide which materials to use to express them (3-4yr olds) Return to and build on their previous learning, refining ideas and developing their	Begin to understand the need to respect and care for the natural environment and all living things (3-4yr olds) Explore the	Playing and exploring- Bring their own interests and fascinations into early year settings. This helps them to develop their learning. Porridge oats and milk/water . Mixing different

	<p>ng other ideas (3-4 yr olds) Think about the perspective of others (Reception) Talk about being friendly and making friends. How could Goldilocks and the bears become friends?</p>	<p>understanding (Reception) Read 'Goldilocks and the three bears' to children. Children to retell the story to their talk partner and share with the class.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running 	<p>with letter/s (Reception)</p> <p>Drawing Club – Traditional Tales: Jack and the Beanstalk</p> <p>Lesson 1: Character – The Giant</p> <p>Lesson 2: Setting – The Giant's Castle</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing <p>we read English text from left to right and from top to bottom (3 and 4yr olds)</p> <p>Engage in extended conversations about stories, learning new</p>	<p>made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception) Letters and Sounds and Bug Club Phonics. Phase 2, week 5. Teach set 2 letters- h b f ff l ll ss Briefly practise oral blending and segmentation. Read words with letters learnt so far and begin to read captions.</p>	<p>them (subitising). (3-4 year olds). Show 'finger numbers' up to 5. (3-4 year olds). Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) (3-4 year olds). LO: To draw a picture of a park and make their own number story to make 5. E.g. 2 bears on the slide and 3 bears on the roundabout. 2+3=5.</p>	<p>goldilocks - which materials would be best for daddy's chair, a picnic blanket, bowl, a coat etc.</p>	<p>ability to represent them (Reception) Use a range of materials and textures to add to bear mask.</p>	<p>natural world around them (Reception) Litter picking and tidying up in the FS area and school ground .</p>	<p>quantities together. How does more/less liquid change the porridge.</p> <p>Creating and thinking critically- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Sort the different objects from</p>
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			<ul style="list-style-type: none"> - hopping - skipping - climbing (Reception) <i>Re-act out the story of 'Goldilocks and the three bears' with different movement.</i>	vocabulary (3 and 4 yr olds) Lesson 3: Read the story of Jack and the Beanstalk and discuss as a class.	<i>Oral and letter segmentation for spelling captions. High frequency words- and Tricky words- no go I</i>					<i>'Goldilocks and the three bears' into who they belong to, thinking about size and even objects which are in the story which can't be included.</i>
4	Help to find	Understand and a	Make healthy	Add some marks to their drawing, which they give meaning to.	Read a few common	<i>NCETM Week 8: Composition</i>	Explore the natural world	Draw with increasing	*Expressive	Playing and exploring-

24.1 1.25	solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas (3-4 yr olds) Express their feelings and consider the feelings of	question or instruction that has two parts, such as "Get your coat and wait at the door." (3-4yr olds) Ask questions to find out more and check they understand what has been said to them	choices about food, drink, activity and toothbrushing (3-4yr olds) Know and talk about the different factors that support their overall health and wellbeing: - regular physical	For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3 and 4yr olds) Write some letters accurately (3 and 4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Drawing Club – Adventures of the Past: Mr Benn the Zookeeper	exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception)	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3-4 year olds) Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3-4 year olds) Show 'finger numbers' up to 5. (3-4 year olds) Explore the composition of numbers to 10. (3-4 year olds) LO: To identify the 'whole' when shown a part of a familiar object. LO: To recognise that some objects have parts that cannot be removed. LO: To know that 1 and 2 are parts of 3.	around them (3-4yr olds) Draw information from a simple map (Reception) Show children a map on the Forest School area. What is on there? What can you see? Go outside and look. Children to draw their own maps on whiteboards to represent the three bears going for a walk in the woods.	complexity and detail, such as representing a face with a circle and including details (3-4yr olds) Show different emotions in their drawings and paintings, like happiness, sadness, fear etc (3-4yr olds) Explore, use and refine a variety of artistic	Arts and Design activity* Explore colour and colour-mixing (3-4yr olds) Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception)	Plan and think ahead about how they will explore or play with objects. Stacking cups Playing and exploring- Reach for and accept objects. Make choices and explore different resources and materials. Explore and play with slime.
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	<p>others (Reception)</p> <p>Think about what Goldilocks should say to the three bears. How can she show she is sorry? What should she say?</p>	<p>(Reception)</p> <p>Follow instructions and make Porridge.</p>	<p>activity</p> <ul style="list-style-type: none"> - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>(Reception)</p> <p>Discuss a health</p>	<p>https://www.youtube.com/watch?v=tWTHnTN4t5E</p> <p>Lesson 1: Character – Mr Benn</p> <p>Lesson 2: Setting – The Zoo</p>	<p>Letters and Sounds and Bug Clun Phonics. Phase 2, week 5.</p> <p>Teach set 2 letters- h b f ff l ll ss</p> <p>Briefly practise oral blending and segmentation. Read words learnt so far and begin to read captions. Oral and letter segmentation for spelling captions. High frequency words- and Tricky words- no go I</p>			<p>effects to express their ideas and feelings (Reception)</p> <p>Draw a picture of Goldilocks or one of the three bears. Think about how they are feeling.</p>	<p>tion)</p> <p>Leaf painting.</p>	
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			<p>y breakf ast choice. What would not be a health y breakf ast? Link to eating porridg e for breakf ast.</p>							
<p>5 01.1 2.25</p>	<p>Develop their sense of responsi bility and members hip of a communi ty (3-4yr olds)</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long</p>	<p>*See Forest School activit y*</p>	<p>Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth- 3yr olds)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top</p>	<p>Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds</p>	<p>*White Rose Maths– Shapes with 4 sides* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3-4). Make comparisons between objects relating to size, length, weight</p>	<p>Use all their senses in hand-on exploration of natural materials (3-4 yr olds) Describe what they see, hear and feel whilst outside (Reception)</p>	<p>Remembe r and sing entire songs (3- 4 year olds.) Sing in a group or on their own, increasing ly</p>	<p>*Physic al Develo pment Activit y* Choose the right resour ces to carry</p>	<p>Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasingl</p>

	<p>See themselves as a valuable individual (Reception)</p> <p>Linked to 'Goldilocks and the three bears' talk about stranger danger and keeping safe in the community.</p>	<p>story (3-4yr olds)</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Reception)</p> <p>'Goldilocks and the three</p>		<p>of the page; write 'm' for mummy (3 and 4yr olds)</p> <p>Write some letters accurately (3 and 4yr olds)</p> <p>Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception)</p> <p>Drawing Club – Story Books: The Christmas Pine</p> <p>Lesson 1: Character</p> <p>Lesson 2: The Forest</p>	<p>and then writing the sound with letter/s (Reception)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception)</p> <p>Letters and Sounds and Bug Club Phonics. Phase 2, week 6. Revision of all phase 2 sounds, high frequency and tricky</p>	<p>and capacity. (3–4-year-olds.)</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing. (3–4-year-olds.)</p> <p>Show children a selection of squares and rectangles, encourage children to explore the shapes and talk about what they notice. Ensure that the shapes are shown in different orientations.</p> <p>LO: To identify and name shapes with 4 sides.</p> <p>LO: To find 4 sided shapes in the environment.</p> <p>Challenge: Use positional language.</p>	<p>The bears have been in the Forest School area. They have left a letter to say they've been in there. Look for clues in FS area to see what they have been doing.</p>	<p>matching the pitch and following melody. (Reception).</p> <p>Practice songs for the nativity.</p>	<p>out their own plan. For example choosing a spade to enlarge a small hold they dug with a trowel (3-4yr olds)</p> <p>Develop their small motor skills so that they can use a range of</p>	<p>y force to push a puzzle piece into the slot, they try another piece to see if it will fit.</p> <p>Marble run</p> <p>Playing and exploring- Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw puzzle might</p>
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		bears' story map to act out and retell.			words taught so far. For reading words, captions. For spelling words, captions.				tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception) Digging in the FS area	whisper under their breath: "Where does that one go?- I need to find the big horse." 'Goldilocks and the three bears' small world area.
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6 08.1 2.25	Begin to understand how others might be feeling (3-4yr olds) Express their feelings and consider the feelings of others? (Reception) Make a list of good deeds. Link to advent calendar - each day pick a deed	Enjoy listening to longer stories and can remember much of what happens (3-4yr olds) Listen to and talk about stories to build familiarity and understanding (Reception) Listen to the Christmas story.	Use one-handed tools and equipment, for example, snips in paper with scissors (3-4yr olds) Develop their small motor skills so that they can use a range of tools competently	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3 and 4yr olds) Write some letters accurately (3 and 4yr olds) Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Challenge: chn to write a short sentence.	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception	NCETM Week 9: Composition. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3-4 year olds) Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3-4 year olds) Show 'finger numbers' up to 5. (3-4 year olds) Explore the composition of numbers to 10. (3-4 year olds) LO: To investigate ways to compose and de-compose sets of 3. LO: To investigate ways to compose and de-compose sets of 4. LO: To explain that	Begin to make sense of their own life-story and family's history (3-4yr olds) Recognise that people have different beliefs and celebrate special times in different ways (Reception) Talk about family times and celebrations with a focus on Christmas. Do all celebrate Christmas?	Join different materials and explore different textures (3-4yr olds) Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception) Christmas Cards	*Understanding the World activity* Talk about what they see, using wide vocabulary (3-4yr olds) Describe what they see, hear and feel whilst outside (Reception)	Creating and Thinking Critically-Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the toll in lonely and hungry? That's why
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	<i>which chn need to try and do. Why are deeds important? How do they affect others?</i>	<i>Chn to retell the story using props.</i>	ently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception) <i>Cut, paint, and colour decorations</i>	Lesson 1: Write what happens in the Nativity Story – photo of them from the school nativity to prompt their writing. E.g. The innkeeper had no rooms left! T to scribe some of the text – chn to verbalise their caption and write what they can. Lesson 2; Write in Christmas Cards.	<i>words (Reception) Letters and Sounds and Bug Clun Phonics. Phase 2, week 6. Revision of all phase 2 sounds, high frequency and tricky words taught so far. For reading words, captions. For spelling words, captions.</i>	different parts can make the same whole. LO: To investigate ways to compose and decompose 5. Challenge: explain that different parts can make the same whole.			<i>Lie down in FS area and look and listen. What have children observed?</i>	<i>he's fierce." Ice cubes in the water tray. What happens to the ice?</i> Playing and exploring-respond to new experiences that you bring to their attention. <i>Use a range of tools for different purposes with the playdough.</i>
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			to turn the role play area into Santa's Grotto							
7 15.1 2.25	Show more confidence in new social situations (3-4yr olds) Identify and moderate their own feelings socially and emotionally (Reception)	Sing a large repertoire of songs (3-4yr olds) Learn rhymes, poems or songs (Reception). Learn Christmas songs	Use one-handed tools and equipment, for example, snips in paper with scissors (3-4yr olds) Show a preference	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds) Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy (3 and 4yr olds) Write some letters accurately (3 and 4yr olds)	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the sound with letter/s (Reception) Read simple phrases and sentences	NCETM Week 10: Counting, cardinality & ordinality. Show 'finger numbers' up to 5 (3 and 4 yr olds). Say 1 number for each item in order: 1,2,3,4,5 (3 and 4 year olds) Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) (3 and 4 year olds). LO: To use their fingers to represent quantities to 5 and begin to represent quantities to 10.	Continue to develop positive attitudes about the difference between people (3-4yr olds). Understand that some places are special to members of their community (Reception). With links to Christmas think about	Remember and sing entire songs (3-4yr olds) Sing in a group or on their own, increasingly matching the pitch and following the melody (Reception)	Talk about what they see, using wide vocabulary (3-4yr olds) Talk about members of their immediate family and	Creating and thinking critically- Know more, so feel confident in coming up with their own ideas. Make more links between those ideas. Magnets. Provide a few objects

	Christmas party.		for a dominant hand (3-4yr olds) 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	Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Lesson 1: To write a letter to Father Christmas	made up of words with known letter-sound correspondences and, where necessary, a few exception words (Reception) Letters and Sounds and Bug Club Phonics. Phase 2, week 6. Revision of all phase 2 sounds, high frequency and tricky words taught so far. For reading words, captions. For spelling words, captions.	LO: To begin to recognise numerals to 5 and know that the 'stopping number' tells us how many we have altogether. LO: To represent quantities in more abstract ways such as clapping or jumping. LO: To begin to understand that when a set of objects is rearranged, its amount stays the same.	places of worship and discuss how Christian's celebrate Christmas.	Christmas songs	community (Reception). Take various photos of different cultural celebrations during Christmas to the FS area. Chn to discuss different ways of celebrating.	and then chn to find other objects which are magnetic. Creating and thinking critically- Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check that
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			<p>, paintbrushes, scissors, knives, forks and spoons (Reception)</p> <p><i>Pine cone decorations.</i></p> <p><i>Children to glue pine cone use tweezers to add pom poms to the pine cones.</i></p>							<p>everyone has the same number of strawberries.</p> <p><i>Sharing Christmas presents between teddy bears. Do they have an equal amount?</i></p>
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