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

Wee k	PSED	Communic ation and Language	Physic al Develo pment	Literacy	Phonics	Mathematics	Underst anding of the World	Express ive Arts and	Forest School	CoETL
1 03.0 9.25	Show more confid ence in new social situati ons. (3-4yr olds). Circle time-chn to intro duce them selves to each other and say somet hing	Sing a large repertoi re of songs (3-4yr olds) Listen carefully to rhymes and songs, paying attentio n to how they sound. (Recepti on)Learn rhymes, poems and songs	Use one-hande d tools and equip ment, for exam ple, makin g snips in paper with scisso rs (3-4yr olds) Devel op 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: -recognise words with the same initial sound, such as money and mother (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.	Design 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.

		A				
about	(Recepti	small				
them	on)	motor				
selves		skills				
	sing and	SO				
	learn a	that				
	variety	they				
	of	can				
	nursery	use a				
	rhymes.	range				
		of				
		tools				
		comp				
		etentl				
		у,				
		y, safely				
		and				
		confi				
		dentl				
		у.				
		y. Sugge				
		sted				
		tools:				
		pencil				
		s for				
		drawi				
		ng				
		and				
		writin				
		g,				
		paint				

			brush es, scisso rs, knives , forks, and spoon s (Rece ption) Chn to paint and cut out painti ngs for 'our class' displa y.							
2 08.0 9.25	Talk about their	Enjoy listening to	Be increa singly	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	*Under standin g the	Creating and thinking critically - take part in simple pretend

fee	elin	longer	indep	Write some or all their	awareness, so that	3 objects, without having	Activit	ed	World	play. For example,
gs		stories	enden	name (3-4yr olds)	they can:	to count them individually ('subitising').	y. *	attenti	objecti	children may use
usi	ing	and can	t in	Challenge: Spell words	-recognise words	Show 'finger numbers' up to 5.		on to	ve and	objects such as a
		rememb	meeti	by identifying the sounds and then	with the same	Know that the last	Continu	sounds	activit	sponge to pretend
like	e	er much	ng	writing the sounds	initial sound, such	number reached when	e to	(3-4yr	y*	to wash the dishes
'ha	рр	of what	their	with letter/s	as money and	counting a small set of	develop	olds)	Use all	or 'drink' from a
y',		happens	own	(Reception)	mother	objects tells you how many there are in total	positiv	Explor	their	cup. Home corner, role
'sac		(3-4yr	care		(3-4yr olds)	('cardinal principle').	e	e and	senses	play area.
ang	gry'	olds)	needs	Tuesday - Lesson 1: -	Letters and		attitud	engage	in	pray area.
or		Engage	, e.g	following UW activity	Sounds and Bug	Lesson 1-4.	es	in	hands-	
'wo		in story	brush	- Draw their home	Clun Phonics.	LO: To subitise numbers 1 & 2.	about	music	on	
ed.	.'(3	times	ing	and write initial sounds to match their	Phase 1, aspect 7	10.7 100 010 0	the	making	explora	
-4 _y	yr	(Recepti	teeth	drawing.	recap. Oral	LO: To subitise within 3 and make and describe spatial	differe	and	tion of	
old	ls)	on)	,		blending and	patterns with 3 dots.	nce	dance,	natural	
Beg	gin	Story	using		segmenting of the		betwee	perfor	materi	
to		time	the	Lesson 2: Draw and	sounds satpin	LO: To represent quantities	n	ming	als (3-	
und	der		toilet,	write names of family members that they	LS-Listening and	using their fingers in different	people	solo or	4yr	
sta	and		washi	live with.	remembering	ways.	(3-4yr	in	olds)	
hov	w		ng	inve within	sounds (Monday	LO. To identify out province of 4	olds)	groups	Begin	
oth	her		and		and Tuesday AM)	LO: To identify sub-groups of 1, 2 and 3 in larger arrangements,	Draw	(Recep	to	
S			dryin		LS-Say the sounds	2 and 5 in larger arrangements)	inform	tion)	unders	
mig	ght		g		(Wednesday and		ation	Explor	tand	
be			their		Thursday AM)		from a	e body	the	
fee	elin		hands		Recap of phase 1		simple	percus	need to	
g (3-		thoro				map	sion,	respec	
4yr			ughly.				(Recep	such	t and	
old							tion)	as	care	
	ent		(3-				Draw	clappin	for the	
ify	,		4yr				basic	g their	natural	
and			olds)				map of	hands,	environ	

					1	
mode	Know		Craven	stampi	ment	
rate	and		Arms	ng	and	
their	talk		and	their	living	
own	about		featur	feet	things	
feelin	the		es.	and	(3-4yr	
gs	diffe		Discuss	patting	olds)	
social	rent		and	their	Explor	
ly and	facto		link to	legs.	e the	
emoti	rs		where		natual	
onally	that		chn		world	
(Rece	suppo		live.		around	
ption)	rt		Chn to		them	
	their		draw		(Recep	
Expre	overal		their		tion)	
SS	1		house		Explor	
their	healt		on		e the	
feelin	h and		whiteb		FS	
gs	wellb		oards.		area	
and	eing:				and	
consi	-				discuss	
der	regula		Monda		rules	
the	r		y PM		and	
feelin	physi				expect	
gs of	cal				ations.	
other	activi					
S	ty					
(Rece	-					
ption)	healt					
	hy					

	how	eating			
	hn :.c.c.				
	liffe	-			
	ent	tooth			
	moti	brush			
OI		ing			
10	aces	-			
	,	sensi			
	low	ble			
	re	amoun			
	hey	ts of			
	eelin	'scree			
g	?	n			
	Vhen	time'			
	ave	-			
y y	ou	havin			
	elt	ga			
	ke	good			
	his?	sleep			
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y y	ou eel				
	ow?	being			
710	OW?	a safe			
		pedes trian			
		(Rece			
		ption)			

			Demo							
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			te							
			how							
			and							
			why							
			to							
			wash							
			our							
			hands							
			prope							
			rly.							
			Chn							
			to							
			have							
			a go.							
3	Devel	Know	Are	*Reception Baseline	Read individual	*Reception Baseline	Begin	Play	*Expre	Active Learning-
	op a	many	increa	Assessments*	letters by saying	Assessments*	to	instru	ssive	Participate in
15.0	sense	rhymes,	singly	*Speech and	the sounds for	*Speech and Language	make	ments	Arts	routines, such as
9.25	of	be able	able	Language	them (Reception)	Assessments*	sense	with	and	going to their
	respo	to talk	to use	Assessments*	Letters and		of	increas	Design	cot or mat when
	nsibili	about	and		Sounds and Bug		their	ing	*	they want to
	ty	familiar	reme		Clun Phonics.		own	control	Develo	sleep
	and	books,	mber		Phase 2, week 1.		life-	to	p their	Begin to predict
	memb	and be	seque		Teach set 1		story	expres	own	sequences
	ershi	able to	nces		letters- s a t p		and	s their	ideas	because they
	p of a	tell a	and		Briefly practise		family'	feeling	and	know routines.
	comm	long	patte		oral blending and		S	s and	then	For example,
	unity	story	rns of		segmentation.		history	ideas	decide	they may
	(3-		move						which	anticipate lunch

4yr	(3-4yr	ments		(3-4yr	(3-4yr	materi	when they see
olds)	olds)	which		olds)	olds)	als to	the table being
Build	Retell	are		Comme	Explor	use to	set, or get their
const	the	relate		nt on	e and	expres	coat when the
ructiv	story,	d to		images	engage	s them	door to outdoor
e and	once	music		of	in	(3-4yr	area opens
respe	they	and		familia	music	olds)	Morning
ctful	have	rhyth		r	making	Explor	timetable. Chn
(Rece	develope	m (3-		situati	and	e	to sequence own
ption)	d a deep	4 yr		ons to	dance,	differe	timetable during
	familiari	olds)		the	perfor	nt	CIL.
Walk	ty with	Revis		past	ming	materi	
aroun	the	e and		(Recep	solo or	als	Playing and
d	text;	refin		tion)	in	freely,	exploring- Bring
schoo	some as	e the		Chn to	groups	in	their own
1 &	exact	funda		bring	(Recep	order	interest that
explo	repetitio	menta		in old	tion)	to	they have been
re	n and	1		and	Explor	develop	previously
the	some in	move		recent	e and	their	taught.
new	their	ment		photog	repres	ideas	Wet sand and
librar	own	skills		raphs	ent	about	gravel. Provide
у.	words	they		of	differe	how to	chn with
	(Recepti	have		special	nt	use	buckets,
	on)	alrea		family	feeling	them	spades. Can
	Act out	dy		events	s using	and	they move sand
	'We're	acquir		and	instru	what	from one
	going on	ed:		family	ments.	to	container to
	a Bear	-		membe	Talk	make	another?
	Hunt'.	rollin		rs.	about	(3-4yr	
		9		Discuss	their	olds)	

-			differe	chosen	Return	
cr	rawli		nces.	feeling	to and	
ng	9			s and	build	
-				why	on	
wo	valkin			they	their	
9				have	previou	
-				used	S	
ju	umpi			those	learnin	
ng				sounds	g,	
-				to	refinin	
ru	unnin			repres	g ideas	
9				ent.	and	
-					develop	
ho	оррі			Friday	ing	
ng				PM.	their	
-					ability	
sk	kippi				to	
ng					repres	
-					ent	
cli	limbi				them	
ng	g				(Recep	
(R	Rece				tion)	
pt	tion)				Self	
					portrai	
Pla	lay				ts	
F	Follo				using	
w					paper,	
Le	eade				pens	
r'	*				and	
ga	ame				natural	

			with action cards . Othe r children to copy and do. Wednesday PM						materi als found in the FS area. Thursd ay PM.	
4 22.0 9.25	Show more confi dence	Be able to express a point	Are increa singly able	Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-	Read individual letters by saying the sounds for them (Reception)	NCETM Mastering Number - Week 2 – Counting, cardinality and ordinality.	Continu e to develop positiv	Sing the melodic shape	Create closed shapes with	Playing and Exploring-Make independent choices. Do
	new social situat ions (3-4yr olds) See them	of view and to debate when they disagree with an adult or a friend, using	to use and reme mber seque nces and patte rns of move	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'	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	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').	e attitud es about the differe nce betwee n people	(moving melody, such as up and down, and up) of familia r songs	continu ous line and begin to use these shapes to repres ent	things independently that they have been previously taught Self-portraits using paper plates and creative resources

selve	words as	ments	for mummy (3-4yr	Show 'finger numbers' up	(3-4yr	(3-4yr	object	
as a	well as	which	olds)	to 5.	olds)	olds)	s (3-	Active Learning-
valua	actions	are			Draw	Listen	4yr	Begin to correct
ble	(3-4yrs	relate	Write some letters	LO: To practice counting	inform	attenti	olds)	their mistakes
indivi	old)	d to	accurately (3-4yr	to 5 and know that the	ation	vely,	Create	themselves. For
dual	Articula	music	olds)	last number in the count	from a	move	collabo	example, instead
(Rece		and	Spell words by	tells us how many	simple	to and	rativel	of using
ption		rhyth	identifying the sounds	altogether (cardinality).	map	talk	y	increasing force
prion	and	m (3-	and then writing the		(Recep	about	sharing	to push a puzzle
Spea	thoughts	4 yr	sounds with letter/s	LO: To practice counting	tion)	music,	ideas,	piece into a slot,
k in	in well-	olds)	(Reception)	to 5 and count objects,	Draw	expres	resour	they try another
front		Progr		actions and sounds.	basic	sing	ces and	piece to see if it
of	sentence	ess	Drawing Club – Story		map of	their	skills	will fit
group		towar	book: Colour Monster	LO: To experience	Craven	feeling	(Recep	Tweezers and
and	(Recepti	ds a	Lesson 1: Character	counting sounds and	Arms	s and	tion)	marble putting
tell	on)'Gues	more	(Colour Monster)	practice counting objects, actions and sounds, only	and	respon	Use	into different
other		fluent	What colour will the	once.	featur	ses	natural	containers, ice
s	game.'	style	monster be and why?	once.	es.	(Recep	materi	cube trays,
some	_	of	T – scribe!	LO: To practice counting	Discuss	tion)	als to	tees.
hing	chn to	movin		objects, actions or sounds	and	Sing	make a	iees.
they	stand in			and record the results of	link to	'head,	model/	
are	front of	g, with		their count.	where	should	picture	
good	the	devel	Lesson 2: Home for the emotion jars.		chn	ers,	of	
at.	class.	oping	Where might each		live.	knees	their	
ut.	Chn to	contr	emotion live and why?		Chn to	and	homes,	
	explain	ol and	T – scribe! E.g. Black		draw	toes'	chn to	
	answers	grace	(fear) might live in a		their	with	use	
	unswers	(Rece	dark cupboard		house/	actions	the	
	•	ption)	because they are		simple	uctions	tablets	
		Priori)	scared!		•	•	to	
					тар.		LO .	

	Tuesday PM.	Cosmi c Kids Yoga Thurs day PM.				Monda y PM	Friday PM.	take photos of their creatio ns. Thursd ay PM.	
5 Se ta 29.0 use act tie and res rce with hel wh need d. The hel the to ach ve good	their communi ivi cation, but may continue to have problem s with irregular tenses and plurals, s such as 'runned' for 'ran,' 'swimme d' for a 'swam.'	Continue to devel op their move ment, balan cing, riding (scoo ter, 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 Clun 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 differe d occupat ions (3-4 year olds). Talk about member of their immedia te family and commun ity (Recept ion).	Take part in simple preten d play, using an object to repres ent someth ing else even though they are not similar (3-4yr olds)	*Expre ssive Arts and Design * Develo p their own ideas and then decide which materi als to use to expres s 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 mak e the tallest tower? Chn to have a choice of construction

they	(3-4 yr	4yr	Spell words by	High frequency	LO: To know that 2	Name	Develo	(3-4yr	resources to
have	olds)	olds)	identifying the sounds	words- is it	is made up of a 1	and	р	olds)	use
chose	Connect		and then writing the		and another 1. To	describ	storyli	Explor	
n, or	one idea	Furth	sounds with letter/s		make their own collections of 2	е	nes in	e	
one	or action	er	(Reception)		objects and identify	people	their	differe	
which	using a	devel	Drawing Club:		the '1 and another	who are familiar	preten	nt	
is	range of	ор	Traditional Tale –		1' within them.	to them	d play	materi	
sugge	connecti	and	Three Little Pigs			(Recept	(Recep	als	
sted	ves	refin			LO: To identify when	ion).	tion)	freely,	
to	(Recepti	ea	Lesson 1: Character –		a collection is composed of 3		Play in	in	
them	on) <i>Show</i>	range	Wolf/Pig		objects and to	Look at	new	order	
(3-4	chn	of			create their own	pictures	'Dentis	to	
yr	photos	balls			collection of 3.	on	t' role	develop	
olds)	'people	skills	Lesson 2: Setting –			Purple	play	their	
Show	who help	includ	design a house for the			Mash and	area.	ideas	
resili	us.'	ing:	3 pigs to live in.			discuss		about	
ence	Discuss	throw				roles of	Friday	how to	
and	what	ing,				'people	PM.	use	
perse	they do.	catchi				who		them	
veran	Have	ng,				help		and	
ce in	they	kickin				us.'		what	
the	ever	g,						to	
face	been	passin						make	
of	helped	g,						(3-4yr	
challe	by one	battin						olds)	
nge	of	g, and						Return	
(rece	them?	aimin						to and	
ption)	Tuesday	9						build	
	PM.	(Rece						on	
								their	

	Pictur es of 'peopl e who help us' cut up into puzzl es. Chn to work toget her to compl ete. Wedn esday PM		ption) Thro wing and catch ing equip ment Wedn esday PM.						previous learning, refining ideas and developing their ability to represent them (Reception). Bracelets using masking tape and natural materials.	
6 06.1 0.25	Beco me more	Underst and 'why' question	Be increa singly	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 interes t in	Explor e differe	*Physic al Develo	Playing and Exploring- Reach for and accept

0	utgo	s, like:	indep	says mummy." (Birth-	words made up of		differe	nt	pment	objects. Make
it	ng	"Why do	enden	3yr olds)	known letter-sound	Develop fast recognition of	nt	materi	activit	choices and
и	vith	you	t in	Use some of their	correspondences	up to 3 objects, without	occupa	als	y* Use	explore
u	ınfam	think	meeti	print and letter	(Reception)	having to count them	tions	freely,	one-	different
il	liar	the	ng	knowledge in their early writing. For	Read simple	individually ('subitising'). (3 and	(3-4yr	in	handed	resources and
p	eopl	caterpill	their	example: writing a	phrases and	4 yr olds)	olds)	order	tools	materials
	e, in	ar got so	own	pretend shopping list	sentences made up	1 71 01037	Talk	to	and	Loose parts
t t	he	fat?"	needs	that starts at the top	of words with	Explore the composition of	about	develop	equipm	·
S	afe	(3-4yr	, e.g	of the page; write 'm'	known letter-sound	numbers to 10	membe	their .	ent,	Creating and
C	conte	olds)	brush	for mummy (3-4yr	correspondences	(3) (Reception)	rs of	ideas	for	thinking
×	ct of	Underst	ing	olds) Write some letters	and, where		their	about	exampl	critically- Know
t t	heir	and how	teeth	accurately (3-4yr	necessary, a few	Challenge: Compose number 4 in different ways.	immedi	how to	e,	more, so feel
S	ettin	to listen	,	olds)	exception words	4 in different ways.	ate	use	making	confident about
g	(3-	carefully	using	Spell words by	(Reception)		family	them	snips in	coming up with
4	lyr	and why	the	identifying the sounds	Letters and		and	and	paper	their own ideas.
o	lds)	listening	toilet,	and then writing the	Sounds and Bug	LO: To subitise	commu	what	with	Make more links
B	Build	is	washi	sounds with letter/s	Clun Phonics.	arrangements of 2 and 3	nity	to	scissor	between those
C	const	importan	ng	(Reception)	Phase 2, week 3.	and practice making them	(Recep	make	s (3-	ideas.
r	uctiv	t	and	Drawing Club –	Teach set 2	with their fingers.	tion)Na	(3-4yr	4yr	Pictures of
e	e and	(Recepti	dryin	Adventure from the	letters- g o c k		me and	olds)	olds)	different
r	espe	on	9	past: Bill & Ben – the	Briefly practise	LO: To subitise auditory	describ	Return	Develo	uniforms and
C	tful	Learn	their	Rainbow	oral blending and	patterns up to 3.	е	to and	p their	objects. Match
r	elati	new	hands	https://www.youtube.	segmentation.		people	build	small	together. Which
О	nshi	vocabula	thoro	com/watch?v=IrclPNbl	Read words with	LO: To show small	who	on	motor	'person who
p	S	ry	ughly	<u>qQo</u>	letters learnt so	quantities on their fingers	are	their	skills	helps us' do
(Rece	(Recepti	(3-	Lesson 1: Character –	far and begin to	and use positional language to describe	familia	previou	so that	they belong to?
p	otion)	on)	4yr	Bill & Ben	read captions.	patterns up to 4.	r to	S	they	
		'People	olds)		Oral segmentation	patterns up to 4.	them	learnin	can use	
7	Peopl	who help	Make	Lesson 2: Setting – The	for spelling.	LO: To make patterns	(Recep	g,	a range	
e	e who	us'	healt	Garden		showing 4 and use	tion)	refinin	of	

help	visitor	hy	High frequency	positional language to	Thinkin	g ideas	tools	
us'	in school	choic	words- and	describe it.	g	and	compet	
Nurs	to talk	es			about	develop	ently,	
e	about	about			'people	ing	safely	
talk.	their	food,			who	their	and	
Ве	job	drink,			help	ability	confide	
confi	role.	activi			us' and	to	ntly.	
dent,		ty			their	repres	Sugges	
good		and			jobs.	ent	ted	
behav		tooth			What	them	tools:	
iour		brush			other	(Recep	pencils	
and		ing			jobs	tion)	for	
speak		(3-			are	Make	drawin	
to		4yr			there?	'someo	g and	
the		olds)				ne who	writing	
visito		Know				helps	,	
r		and				us out	paintbr	
with		talk				of	ushes,	
confi		about				playdo	scissor	
dence		the				ugh)	S,	
		diffe					knives,	
		rent					forks	
		facto					and	
		rs					spoons	
		that					(Recep	
		suppo					tion)	
		rt					Paintin	
		their					g the	
		overal					trees	

healt		with	
h and		mud.	
wellb			
eing:			
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r			
physi cal			
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ty			
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healt			
hy			
eating			
tooth			
brush ing			
mg -			
sensi			
ble			
amoun			
ts of			
'scree			
n			
time'			
- In accide			
havin			

			g a good sleep routin e - being a safe pedes trian (Rece ption) Talk about diffe red ways to keep healt hy							
7 13.1 0.25	Build const ructiv e and respe ctful relati	Underst and 'why' question s, like: "Why do you think	*See fores t schoo I activi ty.*	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 interes t in differe nt occupa tions	Explor e differe nt materi als freely,	*Physic al Develo pment Activit y*	Playing and Exploring- Reach for and accept objects. Make choices and explore different

onshi	the	Use some of their	Read simple	'high/low', 'tall', 'heavy'.	(3-4	in	Show a	resources and
ps	caterpill	print and letter	phrases and	(Birth- 3 yr olds)	year	order	prefer	materials
(Rece	ar got so	knowledge in their	sentences made up		olds).	to	ence	Loose parts
ption)	fat?" (3-	early writing. For example: writing a	of words with	Make comparison	Compar	develop	for a	
	4-year-	pretend	known letter-sound	between objects relating	e and	their	domina	Creating and
Make	olds).	pretend	correspondences	to size, length, weight and	contras	ideas	te hand	thinking
a	Underst	shopping list that	and, where	capacity (3-4 yr olds)	t	about	(3-4	critically- Know
thank	and how	starts at the top of the	necessary, a few	Challana Canana	charac	how to	year	more, so feel
you	to listen	page; write 'm' for	exception words.	Challenge: Compare	ters	use	olds).	confident about
card	carefully	mummy. (3-4 year	(Reception).	length, weight and capacity (Reception)	from	them	Use	coming up with
to	and why	olds).	Letters and Sounds	capacity (Neception)	stories	and	one-	their own ideas.
give	listening	Write some letters	Bug Club Phonics.	Chn to have play dough	,	what	handed	Make more links
to	is	accurately (3-4 year	Phase 2, week 3.	and make different sized	includin	to	tools	between those
the	importan	olds).	Teach set 2 letters	balls. Which is	g	make	and	ideas.
local	†		- g, o, c, k.	bigger/smaller? Can you	figures	(3-4	equipm	Pictures of
denti	(Recepti	Challenge: Spell words	Briefly practice	make a bigger/smaller one	from	year	ent,	different
st	on).	by identifying the	oral blending and	than that ball?	the	olds).	for	uniforms and
for	Learn	sounds and then writing the sounds	segmentation. Read		past.	Return	exampl	objects. Match
lookin	new	with letter/s	words with letters	Challenge: Chn to	(Recep	to and	e,	together. Which
g	vocabula	(Reception)	learnt so far and	measure play dough balls	tion).	build	making	'person who
after	ry.		begin to read	using the balance scales.	Learn	on	snips in	helps us' do
our	(Recepti	Drawing club – Story	captions. Oral	Can you get the scales to	about	their	paper	they belong to?
teeth	on).	books: Tiddler	segmentation for	balance?	Florenc	previou	with	
	'People	4.01	spelling.		е	S	scissor	
Mond	Who	Lesson 1: Character – Tiddler	High frequency		Nightin	learnin	s (3-4	
ay	Help Us'	riddier	words - and.	* Phase 1- Measure and	gale	g,	year	
PM	video,			patterns*	and	refinin	olds).	
	talking			patterno	what	g ideas	Develo	
	about	Lesson 2: Setting – The			she did	and	p their	
	what a	Classroom			to help	develop	small	

firefigh ter	Extend and create ABAB patterns – stick, leaf, stick,	people.	ing their	motor skills	
does	leaf (3-4 yr olds)	Wedne	ability	so that	
https://	ical (5 1 yr olds)	sday	to	they	
	Notice and correct an	PM	repres	can use	
<u>www.you</u> <u>tube.co</u>	error in a repeating	F /V\	ent	a range	
m/watch	pattern		them	of	
?v=d9R			(Recep	tools	
QDZEm	(3-4 yr olds)		tion).	compet	
<u> </u>			Make	ently,	
112	Challenge: Continue, copy		'someo	safely	
Tuesday	and create repeating		ne who	and	
PM	patterns (Reception)		helps	confide	
	Use actions to continue a		us' out	ntly.	
	AB pattern. Clap hands,		of	Sugges	
	pat knees, clap hands etc.		playdou	ted	
	partition, orap trained con		gh'.	tools:	
	Challenge: Chn to correct		Friday	pencils	
	a mistake in a AB pattern.		PM ,	for	
				drawin	
				g and	
				writing	
				,	
				paintbr	
				ushes,	
				scissor	
				s,	
				knives,	
				forks	
				and	

									spoons. (Reception). Tap-a-shapehammer, boards, pins, and leavesto pin onto the boards. Thursd ay PM	
8 20.1 0.25	Incre asingl y follow rules,	Sing a large repertoi re of songs	Conti nue to devel op	Understand the five key concepts about print: -print has meaning	Blend sounds into words, so that they can read short words made up of known letter-sound	NCETM - Week 5: Comparison Develop fast recognition of up to 3 objects, without having to count	Show interes t in differe nt	Join differe nt materi als and	*Comm unicati on & Langua ge	Playing and Exploring- Respond to new experiences that you bring to
	under stand ing why they are	(3-4 year olds). Listen carefully to	their move ment, balan cing, riding	-print can have different purposes -the names of the different parts of a book	correspondences (Reception). Read simple phrases and sentences made up of words with	them individually ('subitising'). (3 and 4 yr olds). Show finger numbers up to 5. (3 and 4 year olds).	occupa tions (3-4 year olds).	explore differe nt textur es (3-	Activit y. * Can start a conver sation	their attention. Cleaning toys using sponges, brushes, cloths.

impor	rhymes	(scoo	-page sequencing (3-	known letter-sound	C 1.1.	Talk	4-year-	with an	Active Learning-
tant	and	ter,	4yr olds)	correspondences	Compare quantities using language 'more	about	olds).	adult	Keep on trying
(3-4	songs,	trikes	Engage in extended	and, where	than' or 'fewer than.' (3-	membe	Create	or a	when things are
year	paying	, and	conversations about	necessary, a few	4 year olds).	rs of	collabo	friend	difficult.
olds).	attentio	bikes)	stories, learning new	exception words.	,	their	rativel	and	Using tools
Do	n to how	, and	vocabulary (3-4yr	(Reception).	LO: To compare	immedi	У	continu	correctly when
not	they	ball	olds)	Letters and sounds	amounts using the	ate	sharing	e it for	playing with the
alway	sound	skills		Bug Club Phonics.	appropriate language.	family	ideas,	many	tap-a-shape
S	(Recepti	(3-4-	Challenge: Read	Phase 2, week 3.	NCETM - Week 5:	and	resour	turns	
need	on).	year-	sounds into words, so that they can read	Teach set 2 letters	Comparison	commu	ces,	(3-4-	
an	Learn	olds).	short words made up	- g, o, c, k.	Develop fast recognition	nity	and	year-	
adult	rhymes,	Combi	of known letter-sound	Briefly practise	of up to 3 objects,	(Recep	skills	olds).	
to	poems,	ne	correspondences	oral blending and	without having to count	tion).	(Recep	Descri	
remin	and	diffe	(Reception)	segmentation.	them individually ('subitising'). (3 and	Talk	tion).	be	
d	songs	rent		Read words with	4 yr olds).	about	Outline	events	
them	(Recepti	move	Drawing Club –	letters learnt so	, <i>g. c caa</i>).	what	of	in some	
of a	on).	ments	Traditional Tales: The Gingerbread Man	far and begin to	Show 'finger numbers'	their	person	detail	
rule	Sing	with	Gingerbread Maii	read captions. Oral	up to 5 (3 and 4 yr	family	'people	(Recep	
(3-4	nursery	ease		and letter	olds).	membe	who	tion).	
year	rhymes.	and	Lesson 1: Read the	segmentation for	Compare quantities using language 'more	rs do	help	Make	
olds).	Tuesday	fluen	Gingerbread Man	spelling.	than' or 'fewer than.' (3-	for	us'.	bird	
Mana	PM	су	story to children and	High frequency	4 year olds).	their	Childre	feed	
ge		(Rece	look through key	words - 'and'		job.	n are	and	
their		ption)	features of a story.		LO: To compare	What	to work	talk	
own		•	Add some marks to		amounts using the	differe	togeth	about	
needs		Obsta	their drawing, which		appropriate language and discuss the	nt jobs	er in	what	
(Rece		cle	they give meaning to.		differences.	are	small	we are	
ption)		cours	For example: "That			there?	groups	doing.	
		e with					and use	Thursd	
		α					differe	ay PM	

Cla il alia	10.015.5.5	says mummy." (Birth-		Marala	.	
Childr	range	3yr olds)		Monda	nt	
en	of	3yr olds)		y PM	glues	
are to	equip	6.1			and	
wash	ment.	Use some of their			tape to	
their		print and letter			add	
hands	Wedn	knowledge in their			differe	
		early writing. For				
befor	esday	example: writing a			nt	
е	PM	pretend shopping list			materi	
break		that starts at the top			als to	
time		of the page; write 'm'			repres	
		for mummy (3-4yr			ent.	
		olds)			Friday	
		Write some letters			PM	
		accurately (3-4yr				
		olds)				
		Challenge: Spell words				
		by identifying the				
		sounds and then				
		writing the sounds				
		with letter/s				
		(Reception)				
		, ,				
		Lesson 2: Character –				
		The Gingerbread Man				
		Lesson 3: Setting – The				
		River/The Little Old				
		Lady's House.				
		Ludy 3 House.				

Reception - Winter & Christmas - Medium Term Planning - Autumn 2 (2025/26)

Wee k	PSED	Communi cation and Language	Physical Develop ment	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1 03.1 1.25	Develop appropri ate 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	Unders tanding the World	Creating and Thinking Critically- Concentrat

(3-4yr	(Recepti	drink,	says mummy." (Birth-	the school's	Say 1 number for each	movem	ent activit	e on
olds)	on)	activit	3yr olds)	phonic	item in order: 1,2,3,4,5 (3	or loud	y*	achieving
Build	Listen	y and		programme	and 4 year olds)	noises	3- Plant	something
construc	to and	toothb	Use some of their	(Reception)	Know that the last	4yr old	s) seeds	that's
tive and	talk	rushing	print and letter knowledge in their	Letters and	number reached when	Listen	and	important
respectf	about	(3-4yr	early writing. For	Sounds and	counting a small set of	attenti	vel care	to them.
ul .	selected	olds)	example: writing a	Bug Clun	objects tells you how	y, move	to for	They are
relations	non-	Know	pretend shopping list	Phonics.	many there are in total	and tal	growin	increasingl
hips	fiction	and	that starts at the top	Phase 2,	(cardinal principle) (3 and	about	9	y able to
(Recepti	to	talk	of the page; write 'm'	week 4.	4 year olds).	music,	plants	control
on)	develop	about	for mummy (3 and 4yr	Teach set 2	LO: To practice the	expres	sin (3-4yr	their
Chn to	a deep	the	olds)	letters- ck e	counting sequence to 5.	g their	olds)	attention
play	familiari	differe	Write some letters	ur	counting sequence to s.	feeling	Explor	and ignore
teddy	ty with	nt	accurately (3 and 4yr	Briefly		and	e the	distraction
bears'	new	factors	olds)	practise oral	NCETM – Week 6:	respon	es natural	S.
picnic'	knowled	that		blending and	Counting, ordinality and	(Recep	io world	Indoor and
themed	ge and	suppor	Challenge: Spell words	segmentation.	cardinality.	n)	around	outdoor
matching	vocabula	t their	by identifying the sounds and then	Read words	Show 'finger numbers' up to 5 (3 and 4 yr olds).	Watch	them	role play
pair	ry	overall	writing the sounds	with letters	Say 1 number for each	animat	on (Recep	areas to
game	(Recepti	health	with letter/s	learnt so far	item in order: 1,2,3,4,5 (3	of 'We	re tion)	be set up.
(Purple	on)	and	(Reception)	and begin to	and 4 year olds)	going o	n Unders	
Mash	Look at	wellbei		read		a bear	tand	Active
resource	fiction	ng:	Drawing Club –	captions.	Know that the last	hunt.'	the	Learning-
) with	and	-	Adventures of the	Oral and	number reached when counting a small set of	Chn to	effect	Keep on
friends.	non-	regular	Past: Bagpuss – The Old Man's Beard	letter	objects tells you how	have a	of	trying when
	fictions	physica	https://www.youtube.	segmentation	many there are in total	white	changin	things are
	books	1	com/watch?v=WJMD0	for spelling	(cardinal principle) (3 and	board	9	difficult.
	about	activit	mE1J-c	captions.	4 year olds).	and dr	season	Chn to set
	bears.	У				to	s on	up the
						repres	ent the	water

	_	Lesson 1: Character –	High	LO: To use a dice frame to	the music	natural	guttering
	- healthy		frequency	represent 5 in different	and	world	to
	•		words- and	ways.			
	eating	Lesson 2: Setting –		,	loud/quiet	around	transport
	-	Emily's Shop	Tricky		noises.	them	water
	toothb		words- the			(Recep	from one
	rushing		to			tion)	end to the
						Plant	other.
	-					Tulip	
	sensibl					bulbs	
	e					in the	
	amount					FS	
	s of					area	
	'screen					(Tuesd	
	time'					ay PM)	
	-having						
	a good						
	sleep						
	routine						
	-being						
	a safe						
	pedest						
	rian						
	(Recep						
	tion)						
	Childre						
	n to						
	bring :						
	in a						
	teddy						

			food for a health y teddy bears picnic.							
2 10.1 1.25	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried.' (3-4yr olds) Identify and moderat e their own feelings socially and emotiona	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 develop	Use one- handed tools and equipm ent, for exampl e, snips in paper with scissor s (3- 4yr olds) Develo p 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 Clun 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, performin g solo or in groups (Receptio n)	*Expre ssive Arts and Design activit y* Create closed shapes with continu ous line and begin to use these shapes to repres ent object	Playing and exploring-Respond to new experience s that you bring to their attention Chn to have resources to set up plates, knives and forks for teddy bears' picnic Active Learning-

(Reception) Children to bring	ed a deep familiari ty with the	so that they can use a range of	Drawing Club – Story books: The Gruffalo's Child Lesson 1: Character –	Read words with letters learnt so far and begin to read	Challenge: Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (Reception)	countries (Reception) Recognise some environments	Create music to the different noises/th	s (3- 4yr olds) Create collabo	Show goal- directed behaviour. For example,
in their favourit e 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	text; some as exact repetiti on and some in their own words (Recepti on) 'We're going on a bear hunt' story map to act out.	tools compet ently, safely and confide ntly. Sugges ted tools: pencils for drawin g and writing , paintbr ushes,	The Big Bad Mouse Lesson 2: Setting – The Gruffalo's Cave	captions. Oral and letter segmentation for spelling captions. High frequency words- and Tricky words- the to	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. LO: To make a Winter picture using circles and triangles and discuss sizes and length. Challenge: Use positional language. LO: To go on a shape hunt around the school and see what shapes can be found on everyday	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	emes from the story 'we're going on a bear hunt.'	rativel y sharing ideas, resour ces and skills (Recep tion) In pairs use sticks to create a frame/ outline	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
makes them feel.		scissor s, knives, forks and spoons			objects. E.g. the clock is a circular shape and bunting is triangular.			and then find natural materi als to make	and reach up for an object. Use different tools for selected

			(Reception) Cut out and paint bear mask.						picture	purposes in the mud kitchen area to make food for the teddy bears' picnic.
3	Help to find	Enjoy	Continu	Add some marks to their drawing, which	Read a few	NCETM— Week 7: Counting, cardinality and	Explore collections of	Develop	Begin	Playing and
17.1	solutions	listening to	e to develop	they give meaning to.	common exception	ordinality.	materials with	their own ideas and	to unders	exploring- Bring their
1.25	to	longer	their	For example: "That	words	Show 'finger numbers' up	similar and/or	then	tand	own
	conflicts	stories	movem	says mummy." (Birth- 3yr olds)	matched to	to 5. (3-4 year olds). Say 1 number for each	different	decide	the	interests
	and	and can	ent,	Use some of their	the school's	item in order: 1,2,3,4,5.	properties (3-	which	need to	and
	rivalries.	rememb	balanci	print and letter	phonic	(3-4 year olds).	4yr olds)	materials	respec	fascination
	For	er much	ng,	knowledge in their	programme	Know that the last	Talk about	to use to	t and	s into early
	example,	of what	riding	early writing. For example: writing a	(Reception)	number reached when counting a small set of	difference	express	care	year
	acceptin	happens	(scoote	pretend shopping list	Spell words	objects tells you how	between	them (3-	for the	settings.
	g that	(3-4yr	r,	that starts at the top	by identifying	many there are in total	materials and	4yr olds)	natural	This helps
	not	olds)	trikes	of the page; write 'm'	the sounds	(cardinal principle) (3-4	changes they	Return to	environ	them to
	everyone	Listen	and	for mummy (3 and 4yr	and then	year olds).	notice (3-4yr	and build	ment	develop
	can be	to and talk	bikes)	olds) Write some letters	writing the sound with	LO: To use the hand template to make 5 and	olds) <i>Children to</i>	on their	and all	their
	Spider- Man in	about	and ball	accurately (3 and 4yr	letter/s	give reasoning as to how	explore	previous	living	learning. <i>Porridge</i>
	the	stories	skills	olds)	(Reception)	you know it is 5.	explore different	learning, refining	things (3-4yr	oats and
	game,	to build	(3-4yr	Challenge: Spell words	Read simple		types of	ideas and	olds)	milk/water
	and	familiari	olds)	by identifying the	phrases and	Fast recognition of up to	materials.	developin	Explor	. Mixing
	suggesti	ty and	,	sounds and then writing the sounds	sentences	3 objects without having to individually count	Linked to	g their	e the	different

ng other	underst	Revise	with letter/s	made up of	them (subitising). (3-4	goldilocks -	ability to	natural	quantities
ideas (3-	anding	and	(Reception)	words with	year olds).	which	represent	world	together.
4 yr	(Recepti	refine		known letter-	Show 'finger numbers' up	materials	them	around	How does
olds)	on)	the	Drawing Club –	sound	to 5. (3-4 year olds). Know that the last	would be best	(Receptio	them	more/less
Think	Read	fundam	Traditional Tales: Jack and the Beanstalk	corresponden	number reached when	for daddy's	n) Use a	(Recep	liquid
about	'Goldiloc	ental	and the beanstaik	ces and,	counting a small set of	chair, a	range of	tion)	change the
the	ks and	movem	Lesson 1: Character –	where	objects tells you how	picnic	materials	Litter	porridge.
perspect	the	ent	The Giant	necessary, a	many there are in total	blanket,	and	picking	
ive of	three	skills		few exception	(cardinal principle) (3-4	bowl, a coat	textures	and	Creating
others	bears'	they	Lesson 2: Setting – The	words	year olds).	etc.	to add to	tidying	and
(Recepti	to chn.	have	Giant's Castle	(Reception)	LO: To draw a picture of a park and make their own		bear	up in	thinking
on)	Chn to	already		Letters and	number story to make 5.		mask.	the FS	critically-
Talk	retell	acquire	Understand the five	Sounds and	E.g. 2 bears on the slide			area	Sort
about	the	d:	key concepts about	Bug Clun	and 3 bears on the			and	materials.
being	story to	-	print:	Phonics.	roundabout. 2+3=5.			school	For
friendly	their	rolling	- print has meaning	Phase 2,				ground	example, at
and	talk	-	- the names of the	week 5.					tidy-up
making	partner	crawlin	different parts of a	Teach set 2					time,
friends.	and	g	book - print can have	letters- h b					children
How	share	-	different purposes	f ff ss					know how
could	with	walking	- page sequencing	Briefly					to put
Goldilock	the			practise oral					different
s and	class.	-	we read English text	blending and					constructio
the		jumpin	from left to right and	segmentation.					n materials
bears		g	from top to bottom (3	Read words					in separate
become		-	and 4yr olds)	with letters					baskets.
friends?		running	Engage in extended	learnt so far					Sort the
			conversations about	and begin to					different
			stories, learning new	read					objects
				captions.					from

			- hopping - skippin g - climbin g (Recep tion) Re-act out the story of 'Goldilo cks and the three bears' with differe nt movem ent.	vocabulary (3 and 4 yr olds) Lesson 3: Read the story of Jack and the Beanstalk and discuss as a class.	Oral and letter segmentation for spelling captions. High frequency words- and Tricky words- no go 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.
4	Help to find	Underst and a	Make healthy	Add some marks to their drawing, which they give meaning to.	Read a few common	NCETM Week 8: Composition	Explore the natural world	Draw with increasing	*Expre ssive	Playing and exploring-

24.1	solutions	question	choices	For example: "That	exception	Develop fast	around them	complexit	Arts	Plan and
1.25	to	or	about	says mummy." (Birth-	words	recognition of up	(3-4yr olds)	y and	and	think ahead
	conflicts	instruct	food,	3yr olds)	matched to	to 3 objects,	Draw	detail,	Design	about how
	and	ion that	drink,	Use some of their	the school's	withouthaving to count them	information	such as	activit	they will
	rivalries.	has two	activit	print and letter	phonic	individually	from a simple	represent	у*	explore or
	For	parts,	y and	knowledge in their	programme	('subitising'). (3-4	map	ing a face	Explor	play with
	example,	such as	toothb	early writing. For	(Reception)	year olds)	(Reception)	with a	е	objects.
	acceptin	"Get	rushing	example: writing a	Spell words	Know that the last	Show chn a	circle and	colour	Stacking
	g that	your	(3-4yr	pretend shopping list	by identifying	number reached when counting a small set of	map on the	including	and	cups
	not	coat and	olds)	that starts at the top	the sounds	objects tells you how	Forest School	details	colour-	
	everyone	wait at	Know	of the page; write 'm' for mummy (3 and 4yr	and then	many there are in total	area. What	(3-4yr	mixing	Playing and
	can be	the	and	olds)	writing the	('cardinal principle').	is on there?	olds)	(3-4yr	exploring-
	Spider-	door."	talk	,	sound with	(3-4 year olds)	What can you	Show	olds)	Reach for
	Man in	(3-4yr	about	Write some letters	letter/s	Show 'finger numbers' up	see? Go	different	Explor	and accept
	the	olds)	the	accurately (3 and 4yr	(Reception)	to 5. (3-4 year olds)	outside and	emotions	e, use	objects.
	game,	Ask	differe	olds)	Read simple	Explore the composition of numbers to 10. (3-4	look. Chn to	in their	and	Make
	and	question	nt	Challanga, Spall words	phrases and	year olds)	draw their	drawings	refine	choices and
	suggesti	s to find	factors	Challenge: Spell words by identifying the	sentences	year olasj	own maps on	and	α	explore
	ng other	out	that	sounds and then	made up of	LO: To identify the	whiteboards	paintings,	variety	different
	ideas (3-	more	suppor	writing the sounds	words with	'whole' when shown a	to represent	like	of	resources
	4 yr	and	t their	with letter/s	known letter-	part of a familiar object.	the three	happiness,	artistic	and
	olds)	check	overall	(Reception)	sound		bears going	sadness,	effect	materials.
	Express	they	health		corresponden	LO: To recognise that some objects have parts	for a walk in	feat etc	s to	Explore
	their	underst	and	Drawing Club –	ces and,	that cannot be removed.	the woods.	(3-4yr	expres	and play
	feelings	and	wellbei	Adventures of the Past: Mr Benn the	where	that cannot be removed.		olds)	s their	with slime.
	and	what	ng:	Zookeeper	necessary, a	LO: To know that 1 and 2		Explore,	ideas	
	consider	has	-		few exception	are parts of 3.		use and	and	
	the	been	regular		words			refine a	feeling	
	feelings	said to	physica		(Reception)			variety of	S	
	of	them						artistic	(Recep	

others	(Recepti	activit	https://www.youtube.	Letters and		effects	tion)	
(Recepti	on)	у	com/watch?v=tWTHn	Sounds and		to	Leaf	
on)	Follow	-	TN4t5E	Bug Clun		express	paintin	
Think	instruct	healthy	Lesson 1: Character –	Phonics.		their	g.	
about	ions and	eating	Mr Benn	Phase 2,		ideas and		
what	make	-	Wil Belli	week 5.		feelings		
Goldilock	Porridge.	toothb	Lesson 2: Setting – The	Teach set 2		(Receptio		
s should		rushing	Zoo	letters- h b		n)		
say to				f ff ss		Draw a		
the		-		Briefly		picture		
three		sensibl		practise oral		of		
bears.		e		blending and		Goldilocks		
How can		amount		segmentation.		or one of		
she show		s of		Read words		the three		
she is		'screen		with letters		bears.		
sorry?		time'		learnt so far		Think		
What		-having		and begin to		about		
should		a good		read		how they		
she say?		sleep		captions.		are		
		routine		Oral and		feeling.		
				letter				
		-being		segmentation				
		a safe		for spelling				
		pedest		captions.				
		rian		High				
		(Recep		frequency				
		tion)		words- and				
		Discuss		Tricky				
		a		words- no go				
		health		I				

			y breakf ast choice. What would not be a health y breakf ast? Link to eating porridg e for breakf ast.							
5 01.1 2.25	Develop their sense of responsi bility and members hip of a communi ty (3-4yr olds)	Know many rhymes, be able to talk about familiar books, and be able to tell a long	*See Forest School activit y*	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	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds	*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	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)	Remembe r and sing entire songs (3- 4 year olds.) Sing in a group or on their own, increasing ly	*Physic al Develo pment Activit y* Choose the right resour ces to carry	Active Learning- Begin to correct their mistakes themselves. For example, instead of using increasingl

bears'	words taught			tools	whisper
story	so far. For			compet	under their
map to	reading			ently,	breath:
act out	words,			safely	"Where
and	captions. For			and	does that
retell.	spelling			confide	one go?- I
	words,		1	ntly.	need to
	captions.			Sugges	find the
	· ·			ted	big horse."
				tools:	'Goldilocks
				pencils	and the
				for	three
				drawin	bears'
				g and	small world
				writing	area.
					a 5 a. v
				paintbr	
				ushes,	
				scissor	
				5,	
				knives,	
				forks	
				and	
				spoons	
				(Recep	
				tion)	
				Digging	
				in the	
				FS	
				area	

6	Begin to	Enjoy	Use	Add some marks to	Read a few	NCETM Week 9:	Begin to make	Join	*Under	Creating
00.1	understa	listening	one-	their drawing, which they give meaning to.	common	Composition.	sense of their	different	standin	and
08.1	nd how	to	handed	For example: "That	exception	Develop fast	own life-story	materials	g the	Thinking
2.25	others	longer	tools	says mummy." (Birth-	words	recognition of up to 3 objects,	and family's	and	World	Critically-
	might be	stories	and	3yr olds)	matched to	withouthaving to	history (3-4yr	explore	activit	Use
	feeling	and can	equipm		the school's	count them	olds)	different	y*	pretend
	(3-4yr	rememb	ent,	Use some of their	phonic	individually	Recognise	textures	Talk	play to
	olds)	er much	for	print and letter	programme	('subitising'). (3-4	that people	(3-4yr	about	think
	Express	of what	exampl	knowledge in their	(Reception)	year olds)	have	olds)	what	beyond the
	their	happens	e, snips	early writing. For example: writing a	Spell words	Know that the last number reached when	different	Explore,	they	'here and
	feelings	(3-4yr	in	pretend shopping list	by identifying	counting a small set of	beliefs and	use and	see,	now' and to
	and	olds)	paper	that starts at the top	the sounds	objects tells you how	celebrate	refine a	using	understand
	consider	Listen	with	of the page; write 'm'	and then	many there are in total	special times	variety of	wide	another
	the	to and	scissor	for mummy (3 and 4yr	writing the	('cardinal principle').	in different	artistic	vocabul	perspective
	feelings	talk	s (3-	olds)	sound with	(3-4 year olds)	ways	effects	ary (3-	. For
	of	about	4yr		letter/s	Show 'finger numbers' up to 5. (3-4 year olds)	(Reception)	to	4yr	example, a
	others?	stories	olds)	Write some letters accurately (3 and 4yr	(Reception)		Talk about	express	olds)	child role-
	(Recepti	to build	Develo	olds)	Read simple	Explore the composition of numbers to 10. (3-4	family times	their	Descri	playing the
	on)	familiari	p their	olasy	phrases and	year olds)	and	ideas and	be	billy goats
	Make a	ty and	small	Challenge: Spell words	sentences	750. 5.007	celebrations	feelings	what	gruff
	list of	underst	motor	by identifying the	made up of	LO: To investigate	with a focus	(Receptio	they	might
	good	anding	skills	sounds and then	words with	ways to compose and	on Christmas.	n)	see,	suggest
	deeds.	(Recepti	so that	writing the sounds	known letter-	de-compose sets of 3.	Do all	Christmas	hear	that
	Link to	on)	they	with letter/s	sound		celebrate	Cards	and	"Maybe the
	advent	Listen	can use	(Reception)	corresponden	LO: To investigate	Christmas?		feel	toll in
	calendar	to the	a range	Challenge: chn to	ces and,	ways to compose and			whilst	lonely and
	- each	Christm	of	write a short	where	de-compose sets of 4.			outside	hungry?
	day pick	as	tools	sentence.	necessary, a				(Recep	That's why
	a deed	story.	compet		few exception	LO: To explain that			tion)	

which	Chn to	ently,	Lesson 1: Write what	words	different parts can		Lie	he's
chn need	retell	safely	happens in the	(Reception)	make the same		down	fierce."
to try	the	and	Nativity Story – photo	Letters and	whole.		in FS	Ice cubes
and do.	story	confide	of them from the	Sounds and			area	in the
Why are	using	ntly.	school nativity to prompt their writing.	Bug Clun	LO: To investigate		and	water
deeds	props.	Sugges	E.g. The innkeeper had	Phonics.	ways to compose and decompose 5.		look	tray.
importan	•	ted	no rooms left! T to	Phase 2,	Challenge: explain		and	What
t? How		tools:	scribe some of the text	week 6.	that different parts		listen.	happens to
do they		pencils	– chn to verbalise their	Revision of	can make the same		What	the ice?
affect		for	caption and write	all phase 2	whole.		have	
others?		drawin	what they can.	sounds, high			childre	Playing and
		g and	Lesson 2; Write in	frequency			n	exploring-
		writing	Christmas Cards.	and tricky			observ	respond to
			Ciristinas caras.	words taught			ed?	new
		paintbr		so far. For				experience
		ushes,		reading				s that you
		scissor		words,				bring to
		S,		captions. For				their
		knives,		spelling				attention.
		forks		words,				Use a
		and		captions.				range of
		spoons						tools for
		(Recep						different
		tion)						purposes
		Cut,						with the
		paint,						playdough.
		and						
		colour						
		decora						
		tions						

		to turn the role play area into Santa's Grotto							
7 Show more confiden ce in new social situation s (3-4yr olds) Identify and moderat e their own feelings socially and emotiona lly (Reception)	large repertoi re of songs (3-4yr olds) Learn rhymes, poems or songs (Recepti on). Learn Christm as songs	Use one- handed tools and equipm ent, for exampl e, snips in paper with scissor s (3- 4yr olds) Show a prefer ence	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	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	Remembe r and sing entire songs (3-4yr olds) Sing in a group or on their own, increasing ly matching the pitch and following the melody (Reception)	Talk about what they see, using wide vocabul ary (3- 4yr olds) Talk about membe rs of their immedi ate 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

Christma	for a	Challenge: Spell words	made up of		places of	Christmas	commu	and then
s party.	domina	by identifying the	words with	LO: To begin to	worship and	songs	nity	chn to find
	nt hand	sounds and then writing the sounds	known letter-	recognise numerals to 5	discuss how		(Recep	other
	(3-4yr	with letter/s	sound	and know that the 'stopping number' tells us	Christian's		tion).	objects
	olds)	(Reception)	corresponden	how many we have	celebrate		Take	which are
	Develo		ces and,	altogether.	Christmas.		various	magnetic.
	p their	Lesson 1: To write a	where				photos	
	small	letter to Father	necessary, a	LO: To represent			of	Creating
	motor	Christmas	few exception	quantities in more			differe	and
	skills		words	abstract ways such as			d	thinking
	so that		(Reception)	clapping or jumping.			cultura	critically-
	they		Letters and	LO: To begin to			1	Solve real
	can use		Sounds and	understand that when a			celebra	problems:
	a range		Bug Clun	set of objects is			tions	for
	of		Phonics.	rearranged, its amount			during	example, to
	tools		Phase 2,	stays the same.			Christ	share nine
	compet		week 6.				mas to	strawberri
	ently,		Revision of				the FS	es between
	safely		all phase 2				area.	three
	and		sounds, high				Chn to	friends,
	confide		frequency				discuss	they might
	ntly.		and tricky				differe	put one in front of
	Sugges ted		words taught so far. For				d ways of	each, then
	tools:		reading				celebra	a second,
	pencils		words,				ting.	and finally
	for		captions. For				ring.	a third.
	drawin		spelling					Finally,
	g and		words,					they might
	writing		captions.					check that
	willing		cuptions.					CHECK THUT

paintbr ushes, scissor s, knives, forks and spoons (Recep tion) Pine cone decora tions. Chn to glue pine cone use tweeze rs to add pom poms to the nine			everyone has the same number of strawberri es. Sharing Christmas presents between teddy bears. Do they have an equal amount?