

Reception - Ourselves & People Who Help Us - Medium Term Planning- Autumn 1 (2026/2027)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1	Show more confidence in new social situations. (3-4yr olds). Circle time-chn to introduce them selves 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 small motor skills so that they can use a range of tools competently, safely	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 themselves.	(Reception) Chn to sing and learn a variety of nursery rhymes.	and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons (Reception) Chn to paint and cut out paintings for our class display.							
2	Talk about their feelings	Enjoy listening to longer stories	Be increasingly independent in	Make marks on their picture to stand for their name (Birth-3yrs olds)	Develop their phonological awareness, so that they can: <i>-recognise words with the same initial sound,</i>	*NCETM – Week 1 – Subitising* Fast recognition of up to 3	*See Forest School Activity.*	Listen with increased attention	*Understanding the World objects	Creating and thinking critically – take part in simple pretend play. For example, children may use

	using words like 'happy', 'sad', 'angry' or 'worried'. (3-4yr olds) Begin to understand how others might be feeling (3-4yr olds) Identify and moderate	and can remember much of what happens (3-4yr olds) Engage in story times (Reception) Story time.	meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. (3-4yr olds) Know and talk about the different factors that support their overall health and wellbeing:	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.	<i>such as money and mother (3-4yr olds)</i> 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 LS-Listening and remembering sounds (Monday and Tuesday AM) LS-Say the sounds (Wednesday and Thursday AM) Recap of phase 1	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.	Continue to develop positive attitudes about the difference between people (3-4yr olds) Draw information from a simple map (Reception) Draw basic map of Craven Arms	on 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 their hands, stamping	ve 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 environment and	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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	their own feelings socially and emotionally (Reception) Express their feelings and consider the feelings of others (Reception) Show children differences		-regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian (Reception) Demonstrate how and why to wash our hands properly. Children to			LO: To identify sub-groups of 1, 2 and 3 in larger arrangements,	and features. Discuss and link to where children live. Children to draw their house on whiteboards. Monday PM	their feet and patting their legs.	living things (3-4yr olds) Explore the natural world around them (Reception) Explore the FS area and discuss rules and expectations.	
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	rent emoti on faces . How are they feelin g? When have you felt like this? How do you feel now?		have a go.							
3	Devel op a sense of respo nsibili ty and memb	Know many rhymes, be able to talk about familiar books, and be	Are increasing ly able to use and remember sequences and patterns of	*Reception Baseline Assessments* *Speech and Language Assessments*	Read individual letters by saying the sounds for them (Reception) Letters and Sounds and Bug Clun Phonics. Phase 2, week 1. Teach set 1 letters- s a t p	*Reception Baseline Assessments* *Speech and Language Assessments*	Begin to make sense of their own life- story	Play instru ments with increas ing control to expres	*Expre ssive Arts and Design * Develo p their own	Active Learning- Participate in routines, such as going to their cot or mat when they want to sleep Begin to predict sequences

	ership of a community (3-4yr olds) Build constructive and respectful (Reception) Walk around school & explore the new library.	able to tell a long story (3-4yr olds) Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Reception) Act out 'We're	movements which are related to music and rhythm (3-4 yr olds) Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping -climbing (Reception) Play 'Follow		Briefly practise oral blending and segmentation.		and family's history (3-4yr olds) Comment on images of familiar situations to the past (Reception) Chn to bring in old and recent photographs of special family events and	s their feelings and ideas (3-4yr olds) Explore and engage in music making and dance, performing solo or in groups (Reception) Explore and represent different feelings using instru	ideas and then decide which materials to use to express them (3-4yr olds) Explore different materials freely, in order to develop their ideas about how to use them and	because they know routines. For example, they may anticipate lunch 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. 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
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		<i>going on a Bear Hunt'.</i>	<i>Leader' game with action cards. Other children to copy and do.</i> <i>Wednesd ay PM</i>				<i>family membe rs. Discuss differe nces .</i>	<i>ments. Talk about their chosen feeling s and why they have used those sounds to repres ent. Friday PM.</i>	<i>what to make (3-4yr olds) Return to and build on their previous learnin g, refinin g ideas and develop ing their ability to repres ent them (Recep tion) Self portrai ts</i>	<i>from one container to another?</i>
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									using paper, pens and natural materials found in the FS area.	
									Thursday PM.	
4	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 movements which are related to music and	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	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	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

	selves as a valuable individual (Reception) Speak in front of group and tell others something they are good at.	words as well as actions (3-4yrs old) Articulate their ideas and thoughts in well-formed sentences (Reception) 'Guess who game.' Chn to stand in front of the class. Chn to explain answers .	rhythm (3-4 yr olds) Progress towards a more fluent style of moving, with developing control and grace (Reception) Cosmic Kids Yoga Thursday PM.	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 – Story book: Colour Monster Lesson 1: Character (Colour Monster) What colour will the monster be and why? T – scribe! Lesson 2: Home for the emotion jars. Where might each		counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. LO: To practice counting to 5 and know that the last number in the count tells us how many altogether (cardinality). LO: To practice counting to 5 and count objects, actions and sounds. LO: To experience counting sounds and practice counting objects, actions and sounds, only once. LO: To practice counting objects, actions or sounds	(3-4yr olds) Draw information from a simple map (Reception) Draw basic map of Craven Arms and features. Discuss and link to where chn live. Chn to draw their house/ simple map.	(3-4yr olds) Listen attentively, move to and talk about music, expressing their feelings and responses (Reception) Sing 'head, shoulders, knees and toes' with actions .	objects (3-4yr olds) Create collaboratively sharing ideas, resources and skills (Reception) Use natural materials to make a model/ picture of their homes. Thursday PM.	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 Tweezers and marble putting into different containers, ice cube trays, tees.
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		Tuesday PM.		emotion live and why? T – scribe! E.g. Black (fear) might live in a dark cupboard because they are scared!		and record the results of their count.	Monday PM	Friday PM.		
5	Select and use activities and resources, with help when needed. This helps them to achieve a	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 (3-4yr olds) Further develop and refine a range of balls skills including:	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)	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. High frequency words- is it	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	Show interest in different occupations (3-4 year olds). Talk about members of their immediate family and community	Take part in simple pretend play, using an object to represent something else even though they are not similar	*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

	goal 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 photos 'people who help us.' Discuss what they do. Have they ever been helped by one of them? Tuesday PM.	throwing, catching, kicking, passing, batting, and aiming (Reception) Throwing and catching equipment Wednesday PM.	Write some letters accurately (3-4yr olds) 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.		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 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	(Reception). Name and describe people who are familiar to them (Reception). Look at pictures on Purple Mash and discuss roles of 'people who help us.'	(3-4yr olds) 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	construction 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>					3 objects and to create their own collection of 3.			previous learning, refining ideas and developing their ability to represent them (Reception). <i>Bracelets using masking tape and natural materials.</i>	
6	Become more	Understand and 'why' question	Be increasingly	Add some marks to their drawing, which they give meaning to. For	Blend sounds into words, so that they can read short words made up of	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 constructiveness 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 choices about food, drink, activity and toothbrushing (3-4yr olds) Know and talk about	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) 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	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. High frequency words- and	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	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)	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	ment 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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	help us' Nurse talk. Be confident, good behaviour and speak to the visitor with confidence.	visitor in school to talk about their job role.	the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe	Lesson 1: Character – Bill & Ben Lesson 2: Setting – The Garden		positional language to describe patterns up to 4. LO: To make patterns showing 4 and use positional language to describe it.	Thinking about 'people who help us' and their jobs. What other jobs are there?	g ideas and developing their ability to represent them (Reception) Make 'someone who helps us out of playdough)	tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception) Painting the trees	
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			pedestrian (Reception) Talk about differed ways to keep healthy						with mud.	
7	Build constructive and respectful relationships (Reception). Make a thank you card to give	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3-4-year-olds). Understand how to listen carefully and why listening	*See forest school activity.*	Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Birth – 3 years old). 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	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 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	White Rose Maths: Measure & Patterns Compare sizes, weights etc. Using gesture and language- 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth- 3 yr olds) Make comparison between objects relating to size, length, weight and capacity (3-4 yr olds)	Show interest in different occupations (3-4 year olds). Compare and contrast characters from stories,	Explore different materials freely, in order to develop their ideas about how to use them and what	*Physical Development Activity* Show a preference for a dominant hand (3-4 year olds). Use one-handed tools	Playing and Exploring- Reach for and accept 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.

	to the local dentist for looking after our teeth . Monday PM	is important (Reception). Learn new vocabulary. (Reception). 'People Who Help Us' video, talking about what a firefighter does. - https://www.youtube.com/watch?v=d9RQDZEmf4I		'm' for mummy. (3-4 year olds). Write some letters accurately (3-4 year olds). Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Drawing club – Story books: Tiddler Lesson 1: Character – Tiddler Lesson 2: Setting – The Classroom	segmentation. Read words with letters learnt so far and begin to read captions. Oral segmentation for spelling. High frequency words – and.	Challenge: Compare length, weight and capacity (Reception) Chn to have play dough and make different sized balls. Which is bigger/smaller? Can you make a bigger/smaller one than that ball? Challenge: Chn to measure play dough balls using the balance scales. Can you get the scales to balance? * Phase 1- Measure and patterns* Extend and create ABAB patterns – stick, leaf, stick, leaf (3-4 yr olds) Notice and correct an error in a	including figures from the past. (Reception). Learn about Florence Nightingale and what she did to help people. Wednesday PM	to make (3-4 year olds). Return to and build on their previous learning, refining ideas and developing their ability to represent them (Reception). Make 'someone who	and equipment, for example, making snips in paper with scissors (3-4 year olds). Develop their small motor skills so that they can use a range of tools competently, safely and confide	Make more links between those ideas. <i>Pictures of different uniforms and objects. Match together. Which 'person who helps us' do they belong to?</i>
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		Tuesday PM				repeating pattern. (3-4 yr olds) Challenge: Continue, copy and create repeating patterns (Reception) Use actions to continue an AB pattern. Clap hands, pat knees, clap hands etc. Challenge: Chn to correct a mistake in an AB pattern.		helps us' out of playdough'. Friday PM	ntly. Suggest ed tools: pencils for drawin g and writing , paintbr ushes, scissors, knives, forks and spoons. (Recep tion). Tap-a- shape hamme r, boards, pins, and leaves to pin onto	
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									the boards. Thursday PM	
8	Increasingly follow rules, understanding why they are important (3-4 year olds). Do not always need an adult to	Sing a large repertoire of songs (3-4 year olds). Listen carefully to rhymes and songs, paying attention to how they sound (Reception). Learn rhymes, poems,	Continue to develop their movement, balancing, riding (scooter, trikes, and bikes), and ball skills (3-4-year-olds). Combine different movements with ease and fluency (Reception).	Understand the five key concepts about print: -print has meaning -print can have different purposes -the names of the different parts of a book -page sequencing (3-4yr olds) Engage in extended conversations about stories, learning new vocabulary (3-4yr olds) Challenge: Read sounds into	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 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	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). Compare quantities using language 'more than' or 'fewer than.' (3-4 year olds). LO: To compare amounts using the appropriate language.	Show interest in different occupations (3-4 year olds). Talk about members of their immediate family and community (Reception).	Join different materials and explore different textures (3-4-year-olds). Create collaboratively sharing ideas, resources, and skills (Reception).	*Communication & Language Activity. * Can start a conversation with an adult or a friend and continue it for many turns (3-4-year-olds).	Playing and Exploring- Respond to new experiences that you bring to their attention. Cleaning toys using sponges, brushes, cloths. Active Learning- Keep on trying when things are difficult. Using tools correctly when playing with the tap-a-shape

	reminded them of a rule (3-4 year olds). Manage their own needs (Reception). Children are to wash their hands before break time	and songs (Reception). Sing nursery rhymes. Tuesday PM	Obstacle course with a range of equipment. Wednesday PM	words, so that they can read short words made up of known letter-sound correspondences (Reception) Drawing Club – Traditional Tales: The Gingerbread Man Lesson 1: Read the Gingerbread Man story to children and look through key features of a story. 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	and letter segmentation for spelling. High frequency words - 'and'	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 yr olds). Compare quantities using language 'more than' or 'fewer than.' (3-4 year olds). LO: To compare amounts using the appropriate language and discuss the differences.	Talk about what their family members do for their job. What different jobs are there? Monday PM	Outline of person 'people who help us'. Children are to work together in small groups and use different glues and tape to add different materials to represent. Friday PM	Describe events in some detail (Reception). Make bird feed and talk about what we are doing. Thursday PM	
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				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) 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.						
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Reception – Autumn Celebrations & Christmas – Medium Term Planning- Autumn 2 (2026/27)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	Forest School	CoETL
1	Talk with others to solve conflicts (3 and 4yr olds)	Learn new vocabulary (Reception)	Develop the overall body strength, co-ordination,	Extraordinary Snoozing Misplaced Discovered Add some marks to their drawing, which they give meaning to. For example: "That	Read a few common exception words matched to the school's phonic	NCETM – Week 6: Counting, ordinality and cardinality. Show 'finger numbers' up to 5 (3 and 4 yr olds).	Compare and contrast characters from stories, including figures from the past (Reception)	Remember and sing entire songs (3 and 4yr olds)	Explore how things work (3 and 4 yr olds) Chn to make	Creating and Thinking Critically- Concentrate on achieving

	Linked to Guy Fawkes how can we sort out problems or times when people don't do the right thing	Read Guy Fawkes story to chn.	balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming (Reception) Fun games	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=WJMDOmE1J-c	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 with letters learnt so far and begin to read captions. Oral and letter segmentation for spelling captions. High frequency words- and	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).	Discuss Guy Fawkes	Learn and sing 'Remember, remember the 5th of November'	the houses of parliament out of sticks. Use vinegar and bicarb to make an explosion in the building. 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 guttering to
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				Lesson 1: Character – Bagpuss Lesson 2: Setting – Emily's Shop	Tricky words- the to	LO: To use a dice frame to represent 5 in different ways.				transport water from one end to the other.
2	Express their feelings and consider the feelings of others (Reception) Circle time- what would you have/do if you had a Diwali party	Engage in non-fiction books (Reception) Teach children about Diwali by reading non-fiction books about the celebration	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm (3 and 4yr olds) Dance to Diwali music	Gigantic Scaly Ravenous Camouflage 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) 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.	Recognise that people have different beliefs and celebrate special times in different ways (Reception) Does everyone celebrate Diwali? Why not? Is that ok?	Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception) Firework paintings	Plant seeds and care for growing plants (3 and 4yr olds) Plant bulbs	Playing and exploring- Respond to new experiences that you bring to their attention Children to have resources to set up plates, knives and forks for teddy bears' picnic Active Learning-

				Challenge: Spell words by identifying the sounds and then writing the sounds with letter/s (Reception) Drawing Club – Story books: The Gruffalo’s Child Lesson 1: Character – The Big Bad Mouse Lesson 2: Setting – The Gruffalo’s Cave	<i>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</i>	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. 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 objects. E.g. the clock is a circular shape and bunting is triangular.				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. <i>Use different tools for selected</i>
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										<i>purposes in the mud kitchen area to make food for the teddy bears' picnic.</i>
3	Show more confidence in new social situations (3 and 4 yr olds) Have a Diwali party and chn to dress up in party clothes	Describe events in some detail (Recpetion) Recap and discuss Diwali party	Make healthy choices about food, drink, activity and toothbrushing (3 and 4 yr olds) Try foods linked to Diwali	Clambering Booming Descending Chopping 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)	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	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3 and 4yr olds) Look at Diwali celebration photos and videos from around the world. Show Google Earth and show where others live who celebrate Diwali.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects (3 and 4yr olds) Chn to draw shapes to create their own rangoli pattern	Explore, use and refine a variety of artistic effects to express their ideas and feelings (Reception) Bark rubbing s	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

			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 – Traditional Tales: Jack and the Beanstalk Lesson 1: Character – The Giant Lesson 2: Setting – The Giant’s Castle Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing we read English text from left to right and	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.	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.			quantities together. How does more/less liquid change the porridge. 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
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				from top to bottom (3 and 4yr olds) Engage in extended conversations about stories, learning new 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	Play with one or more other children, extending and elaborating play ideas (3 and 4yr olds) Chn to play	Use longer sentences of four to six words (3 and 4yr olds) Story sequence pictures from Rama and Sita	Revise and refine the fundamental movement skills they have already acquired: - rolling	Habitat Tearful Protect Shelter Add some marks to their drawing, which they give meaning to. For example: "That says mummy." (Birth-3yr olds)	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then	NCETM Week 8: 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').	*FS activity* Understand the effect of changing seasons on the natural world around them (Reception) Discuss changing of the seasons	Return to and build on their previous learning, refining ideas and developing their ability to represent them	*UW activity*	Playing and exploring- Plan and think ahead about how they will explore or play with objects. Stacking cups

	together with character stick puppets	and explain what is happening	- walking - running - skipping - crawling - jumping - hopping - climbing (Reception) Go on a walk/hunt around the Discovery Centre	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 https://www.youtube.com/watch?v=tWTHnTN4t5E Lesson 1: Character – Mr Benn	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) 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	(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.		(Reception)	Make Diwali lights	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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			to look for Sita	Lesson 2: Setting – The Zoo	<i>segmentation. 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- no go I</i>					
5	*FS activity*Help to find solutions to conflicts and rivalries. For example, accepting that not everyone	Listen to and talk about stories to build familiarity and understanding (Reception)	Match their developing physical skills to tasks and activities in the setting. For	Iridescent Soaring Journeying Absent Add some marks to their drawing, which they give meaning to. For example: "That	Read a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying	*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	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	Sing in a group or on their own, increasingly matching the pitch and following the melody (Reception)	*PSED activity*	Active Learning-Begin to correct their mistakes themselves. For example, instead of using

	can be Spider-Man in the game, and suggesting other ideas (3 and 4yr olds) Give chn Rama and Sita masks. Chn to decide who will be who and act out	As a class chn to retell the story of Rama and Sita	example , they decide whether to crawl, walk or run across a plank, depending on its length and width (3 and 4yr olds) Walk along beams, planks of wood-like walking along bridge to find Sita	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 – Story Books: The Christmas Pine Lesson 1: Character Lesson 2: The Forest	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) Letters and Sounds and Bug Clun Phonics. Phase 2, week 6. Revision of all phase 2 sounds, high frequency	to size, length, weight and capacity. (3–4-year-olds.) Understand position through words alone – for example, “The bag is under the table,” – with no pointing. (3–4-year-olds.) 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. LO: To identify and name shapes with 4 sides. LO: To find 4 sided shapes in the environment. Challenge: Use positional language.	different ways (Reception) Talk about family times and celebrations with a focus on Christmas. Do all celebrate Christmas?	Learn Diwali and Rama and Sita songs	increasingly force to push a puzzle piece into the slot, they try another piece to see if it will fit. Marble run Playing and exploring-Guide their own thinking and actions by actions by talking to themselves while playing. For example, a child doing a jigsaw puzzle
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					and tricky words taught so far. For reading words, captions. For spelling words, captions.					might whisper under their breath: "Where does that one go?- I need to find the big horse." 'Goldilocks and the three bears' small world area.
6	Begin to understand how others might be feeling (3-4yr olds) Express their feelings and consider the feelings of others?	Enjoy listening to longer stories and can remember much of what happens (3-4yr olds) Listen to and talk about stories to build	Use one-handed tools and equipment, for example, snips in paper with scissors (3-4yr olds) Develop their	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 a few common exception words matched to the school's phonic programme (Reception) Spell words by identifying the sounds and then writing the	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)	Comment on images of familiar situations in the past (Reception) Chn to bring in old photos linked to Christmas or previous other celebration.	Join different materials and explore different textures (3-4yr olds) Explore, use and refine a variety of artistic effects to express their ideas	*Understanding the World activity* Talk about what they see, using wide vocabulary (3-	Creating and Thinking Critically- Use pretend play to think beyond the 'here and now' and to understand another perspective

	(Reception) Make a list of good deeds. Link to advent Calender- each day pick a deed which chn need to try and do. Why are deeds important? How do they affect others?	familiarity and understanding (Reception) Listen to the Christmas story. Chn to retell the story using props.	small 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 spoons (Reception) Use the camping frame to clip on	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. 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.	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) 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	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 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.		and feelings (Reception) Christmas Cards	4yr olds) Describe what they see, hear and feel whilst outside (Reception) Lie down in FS area and look and listen. What have children observed?	. For example, a child role-playing the billy goats gruff might suggest that "Maybe the toll in lonely and hungry? That's why he's fierce." Ice cubes in the water tray. What happens to the ice? Playing and exploring- respond to new experiences that you
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			new materials to turn it into Santa's grotto.		<i>reading words, captions. For spelling words, captions.</i>					bring to their attention. <i>Use a range of tools for different purposes with the playdough.</i>
7	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 for a dominant hand	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)	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	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 places of worship. Local Vicar to come to speak to the children about why and	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) Christmas songs	Talk about what they see, using wide vocabulary (3-4yr olds) Talk about members of their immediate family and community	Creating and thinking critically- Know more, so feel confident in coming up with their own ideas. Make more links between those ideas. Magnets. <i>Provide a few</i>

	Christmas party.		(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, paintbrushes, scissors, knives, forks and spoons	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	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 6. Revision of all phase 2 sounds, high frequency and tricky words taught so far. For reading words, captions. For	represent quantities to 10. 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.	how Christians celebrate Christmas		nity (Reception) Forest School fire. Make hot chocolate using Kelly Kettle. Chn to talk through what is happening. Later group discussions around the fire.	objects 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
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			(Reception) Pine cone decorations. Children to glue pine cone use tweezers to add pom poms to the pine cones.		<i>spelling words, captions.</i>					check that everyone has the same number of strawberries. <i>Sharing Christmas presents between teddy bears. Do they have an equal amount?</i>
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