

Year R Medium Term Topic Planning - Autumn 2 Weeks 1-7

Reading	Writing / Mark making	Linking sounds and letters	Speaking and Listening
<ul style="list-style-type: none"> Independent reading – book corner. Inc topic books. Non fiction books about Pets – read as a class and in independent provision Simple CVC pet related words and pictures to match <p><u>Focus Texts for Story time.</u> Shark in the Park This is the Bear Lullabyhullabaloo Stomp, Chomp, Big Roars! Here come the Dinosaurs! Tanka, Tanka Skunk What the Ladybird Heard</p>	<ul style="list-style-type: none"> Writing table Write a list of different pets Voting for role play pet Voting for pets name Label objects pets needs Write own stories emergent writing or initial sounds. 	Phase 2 Wk1 l, ll, ss & to Wk2 Assessment Wk3 -7 Consolidation Phase 2	<ul style="list-style-type: none"> All About Me bag Role play Story telling Tales toolkit Rhyme time Bucket therapy
Mathematics	Physical Development	Understanding the World	
<ul style="list-style-type: none"> Number formation 0-10 Counting reliably forward and backwards to 10 Ordinal numbers to 10 Number recognition 1-10 Sorting Board games Positional Language More/ lless quantity 1 more/1 less Comparing length 	<ul style="list-style-type: none"> Fine motor cutting out hands and drawing patterns. Pencil control & letter formation. Clever bodies in PE Write dance 	<ul style="list-style-type: none"> Understanding at similarities and differences in reference to pets Talking about old and new Showing an awareness of different environments Nativity story Learning significance of church to Christians 	
	<p>Pets</p> <p>Hook – Introduce a pet to the role play</p>		
Personal, Social and Emotional Development	Construction / small world Singing	Expressive Arts and Design	
<ul style="list-style-type: none"> All About Me bag PSHE - Getting on & falling out: <p>I can work in a group with other children. I can play with other children. I can tell you what makes a good friend. I can work in a group with other children. I can take turns when I play a game. I can wait for my turn to say something in the classroom. I know how to be friendly. I can say sorry when I have been unkind. I can make up when I have fallen out with a friend. I can tell you how someone who is bullied feels. I can tell you what bullying is. I can say no to bad persuasion I know what to do when I am worried about something. Scrap books</p>	<ul style="list-style-type: none"> Junk model pets Make cages, kennels for their pet 	<ul style="list-style-type: none"> Drawing different pets Creating props for role-play Lollipop puppets Character masks Take on a role in the domestic role play Role play vets Role play area (domestic) Small world pets Acting out a narrative Creating soundscapes Making own instruments and exploring the sounds they make Learning a variety of nursery rhymes Role play area (domestic) Small world pets Acting out a narrative Nativity Performance 	

Outdoor Opportunities

See Continuous provision maps



Year R Medium Term Topic Planning - Autumn 2 Weeks 1-4

Once long ago objectives

Communication and Language	Personal, Social and Emotional Development
<p>3-4 year olds Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Children in Reception Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>3-4 year olds Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Children in Reception See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. • Personal hygiene Know and talk about 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 pedestrian</p>

Literacy	Physical Development	Mathematics
<p>3-4 year olds Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p> <p>Children in Reception Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read what they have written to check that it makes sense.</p>	<p>3-4 year olds Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Children in Reception Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so</p>	<p>3-4 year olds Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: ‘more than’, ‘fewer than’. Talk about and explore 2D shapes Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Children in Reception Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand the ‘one more than/one less than’ relationship between consecutive numbers. Compare length, weight and capacity.</p>

	<p>that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	
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Understanding the World	Expressive arts and design
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<p>3-4 year olds</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations</p> <p>Explore how things work.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Children in Reception</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside..</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>3-4 year olds</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up</p>
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and down, down and up) of familiar songs.

Play instruments with increasing control to express their feelings and ideas.

Children in Reception

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.