Our Lady of the Rosary Primary School and Rainbows Nursery – EYFS Medium Term Plan – Reception Class

|  |
| --- |
| **Autumn Term** |
| Topic: | All About Me! |  | Terrific Tales! |
| Visit/trip links | Library Visit | Theatre Trip |
|  | Autumn 1 | Autumn 2 |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Books: | Marvellous Me | The Colour Monster | You Choose | Peace at Last | Whatever Next | Stick Man | The Jolly Christmas Postman | The Christmas Story1 week |
| Communication and Language | Listening, attention and Understanding | Carpet and Group Skills | Answer a question directed to them | Understand different emotions | Understanding the differences between each other | Understand the differences between their families | Listen to a story | Answer questions about a story | Repeat known lines from a story | Following instructions | Listening and responding to a story | Learn rhymes, poems and songs – Christmas Nativity work |
| Speaking | Conversation skills – taking turns | Model talking through the day – Good morning, How are you? | Talk about themselves and how they feel | Share facts about themselves | Use language to compare | Begin to use story telling language | Use beginning middle and end. | Develop story telling language | Retell a story | Takes part in a discussion | Able to talk about the beginning middle and end of a story | Shares ideas about a story | Uses new and known language in role play |
| Personal, Social and emotional development | Self regulation | Class rules and routines | Recognising own emotions | Recognises themselves as an individual | Recognises others as an individual | Recognising right from wrong | Explain their emotions and why they feel like that | How can we help someone else? | Understand how our actions can make some else feel | Problem solving together | Behaving differently in different situations – church, outdoors, classrooms |
| Managing self | Becoming confident when things are new | Being me in my world | Building relationships with other | Working with others | Controlling our own behaviour | Recognising that we are following the rules and routines | Organising my self for play | Organising my self for a tacher lead activity | Understanding the wider school rules and how to follow them | Understanding the wider school rules and helping my peers to follow them | Self confidence |
| Building relationships | Learning the names of peers | Playing with 1 or more peers | Recognising that we are all different | Understanding different relationships – mam, friend, teacher | Naming peers to play with them | Working with peers of my choice | Sharing resources in play | Sharing resources to complete a task | Working with peers to create a desired outcome of a task | Building relationships with others – Buddies work | Building relationships in the wider school with others |
| Whole School Personal Development | ***Rule of Law –*** School Rules | ***Democracy –*** School Council | ***Ten:Ten Module 1, Unit 2 session 1*** – I am Me | ***Managing Money*** – Macmillan coffee morning | ***Tolerance of different cultures and religions -*** Judaism | ***Module 1, Unit 2 session 2*** – Head, shoulders, knees and Toes | ***Module 1, Unit 2 session 3***– Ready Teddy? | ***Module 1, Unit 3 session 1*** – I like, You like, we all like! | ***Module 1, Unit 3 session 2*** – All the feelings! | ***Mutual respect*** – Anti bullying week | ***Module 1, Unit 3 session 3*** – Let’s get real | ***Module 1, Unit 4 session 1*** – Growing up | ***Module 1, Unit 4 session 2***– New people, New places |  | ***Managing Money –*** Christmas Fayre |
| Physical Development | Gross Motor skills | Self care – toilet and handwashing | Using a knife and fork correctly | Different ways of moving | Parachute and lycra games | Ball Skills throwing and catching | Climbing and jumping | Wheeled toys for riding and balancing | Pushing and pulling |
| Fine Motor Skills | Pencil Grip | Drawing lines and circles | Beginning to attempt writing  | Beginning to write some familiar letters | Handwriting practice using taught sounds | Beginning to write cvc words with adult support | Drawing recognisable pictures | Letter strings for writing |
| Literacy | Comprehension | **Goldilocks and the Three Bears** | **The Gingerbread Man** |
| Showing an interest in stories | Having a favourite story | Understanding that print has meaning  | name parts of the books | Sequence a familiar story | Blend sounds into words for reading | Making story maps | Sequencing using story pictures, words, phrases from the story | Retell stories through role play and acting |
| Word Reading | Unit 1 CVC (a, i, m, s, t) | Unit 2 CVC (n, o, p)  | Unit 3 CVC (b, c, g, h)  | Unit 4 CVC (d, e, f, h )  | Unit 5 CVC (k, l, r u)  | Unit 6 CVC (j, w, z)  | Unit 7 CVC (x, y, ff, ll, ss, zz)  |
| Writing | Name writing | Giving meaning to marks they make | Writing some known sounds to label | Story sequencing | Labels and captions – filling in known sounds, thinking of their own captions – write a CVC word | Wiring Christmas cards | Write a simple sentence |  |
| Maths | Number | Counting rhymes and songs | Counting out objects up to 10 | Recognising numbers 1, 2, 3 | Making numbers 1, 2, 3 | Subitising with 1, 2, 3 | 1 more and 1 less with 1, 2, 3 | Making numbers up to 6 | 1 more and 1 less within 6 | Compare numbers within 6 <> | Addition within 6 | Subtraction within 6 | Estimate order and compare objects |
| Numerical Pattern | Copy and extend colour patterns | 2d shapes | Recognising numbers 1, 2, 3 in the environment | Order numbers 1, 2, 3 | Recap ordering numbers 1, 2, 3 | Recognise and order numbers up to 6 | Months of the Year | Sequencing daily events | Days of the Week |
| Understanding the world | Past and present | Talk about how they used to be little and now they are big – link to the timeline – talk about their parents/carers being little | Talk about when they have spent time with people who are special to them. | Talk about places they have visited with their family | Using the traditional tale look at the similarities and differences in the homes | Make a timeline of events using Stick man explore moths and seasons | Compare how times have changed using the book – letters – emails – riding a bike etc. | Talk about past Christmas’ with their families and what did Jesus Christmas look like? |
| People, cultures and communities | Thinking about themselves and their place in the world | Understanding the differences between themselves and others | Identify people in their family and talk about them | Explorer extended family – who doesn’t live in your house? | Recognise people from the community | Understand the differences in families | Share stories from around the world and other cultures | Look at the different people from the community in stick man. | Look at traditions – talk about the tradition of making Gingerbread at Christmas | Look at other traditions around the world and that we have |
| The natural world | Navigating around the outdoor area | Beginning to show care for the outdoor area | Look at the community we live in, what is in the area of Peterlee? | Explore where the /bears house is (Goldilocks and the three bears) – Woods what animals live there? | Identifying where the stories from around the world come from on maps and globes – what is it like there? Compare to England. | Investigating the natural world and how it changes with the seasons | Drawing information from maps | Creating wreaths using natural materials |
| Expressive arts and design | Creating with materials | Painting self portraits | Colour mixing | Painting emotions monsters | Family portraits | Building homes in the building area | Collaging houses and homes | Making rockets and space pictures | Making Stick men | Making Gingerbread men | Christmas crafts – cards, baubles, wreaths |
| Being imaginative and expressive | Developing storylines in their play | Sharing our talents | Using characters and settings from the book You Choose to create own stories | Role playing and acting out traditional tale of the half term | Role playing Whatever Next | Moving to music – YouTube ambient space music | Performing songs, rhymes, poems and performances for Christmas | Role Playing the Nativity |
| Religious Education | Come and See | Myself | Judaism | Welcome | Welcome | Birthdays |  |  |
|  | Events |  |  |  |  |  |  |  | HalloweenBonfire night | Remembrance Day |  |  |  |  |  | Christmas |

|  |
| --- |
| **Spring Term** |
| Topic: | Amazing animals! |  | Come outside! |
| Visit/trip links | Asda Trip – Chinese New Year link week 4-Wednesday Year of snake | Farm Trip |
|  | Spring 1 | Spring 2 |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 |
| Books: | A dot in the snow | The runaway wok | The Great Race | The Great Explorer | Gruffalo | The Very Hungry Caterpillar | Jaspers Beanstalk | The Tiger who came to Tea |
| Communication and Language | Listening, attention and Understanding | Ask how questions | Ask why questions | Use clues from a text to get more detail about a picture | Sustain focus when listening to a story | Understand why listening is important | Listen to instructions and follow them | Predict what is going to happen | Understand the beginning, middle and end of the story |
| Speaking | Describe what we see | Tell me why | Answer questions about a story | Talk about an object using descriptive language | Describing events in detail – time connectives | Use new vocabulary in role play and conversation |
| Personal, Social and emotional development | Self regulation | Talk about how we feel coming back to school | Recognise our happy feelings an what makes us feel this way | Identify other emotions e.g. scared, worried | Recognise when we need help | Celebrate our differences | Caring for the wider world and animals, enjoying nature | Talk about how they are feeling about something | Reviewing an activity and how they have overcome a problem | Explain how they have completed an activity and how this makes them feel – proud, happy. | Understanding impulses but not allowing them to take over. |
| Managing self | Identify own behaviour | Modify our own behaviour | Think about how we affect others around us and act on this | Manage disagreements and solve problems with peers | Staying calm when feeling frustrated using taught strategies. | Solving a problem for themselves | Finding the resources we need for a task | Waiting to take turns in a game or conversation |
| Building relationships | Working with friends both following and leading play when required. Communicating and interacting with peers. | Solving conflicts | Working together to achieve a joint desired outcome | Working together to look after the outdoor area, team work skills | Understanding the relationships we have with each other | Talking about our relationships and how other people make us feel | Ensuring fairness for everyone | Taking turns and sharing with all |
| Whole School Personal Development | ***British Values -***  | ***British Values -***  | ***British Values*** – individual liberty | ***Mental Health Week*** | ***Safer Internet Day******Mutual Respect –*** Tolerance Islam | ***Ten:Ten Module 2 Unit 1 Session 1*** – Role Model | ***Ten:Ten Module 2 Unit 2 Session 1*** – Who’s Who? | ***Ten:Ten Module 2 Unit 2 Session 2*** – You’ve Got a Friend in Me | ***Ten:Ten Module 2 Unit 2 Session 3*** – Forever Friends | ***Ten:Ten Module 2 Unit 3 Session 1*** – What is the internet? | ***Ten:Ten Module 2 Unit 3 Session 2*** – Playing Online |
| Physical Development | Gross Motor skills | Ball skills – pushing, throwing, kicking, catching, dribbling, aiming | Moving with increased confidence and control around areas | Racing games | Healthy lifestyles – understanding and talking about their importance. | Balance – children having control over their bodies and balancing. | Carefully building and balancing objects | Moving in different ways – moving into Dance | Dance |
| Fine Motor Skills | Continuing with letter formation. Confidently working with malleable materials | Using tools with malleable materials | Holding and using small objects in play | Fastening buttons | Forming letter strings using come CVC words to convey meaning | Comfortable writing grip forming mostly recognisable letters |  |  |  |  |  |
| Literacy | Comprehension | **Little Red Ridding Hood** | **Jack and the Beanstalk** |
| Reading simple phrases and common exception words | Altering known stories to make their own | Gathering information from a book | Use vocabulary and speech influenced by books | Gather information from text – seed packets - instructions | Develop own narratives and explain connecting their ideas |
| Word Reading | Unit 8 VCC, CVCC | Unit 9 CCVC | Unit 10 CCVCC, CVCCC and CCCVC | Unit 11 (sh, ch, th, ck, wh, ng, qu)  |
| Writing | Using known sounds in a sentence structure | Changing a character in a story | Answering questions using a sentence | Story sequencing with sentence writing | Writing instructions for planting seeds | Invitation writing |
| Maths | Number | Represent explore and count numbers to 10 | Addition within 10 counting on | Subtraction within 10 counting back | Greater than and less than <> | halving | doubling | Sharing into equal groups | Addition with 20 | Subtraction within 20 |
| Numerical Pattern | Recognising and ordering numbers to 10 – number bonds to 10 | Recognising number to 20 | Ordering numbers to 20 | Number patterns – counting past 20 – 100 square looking at the patterns of numbers |
| Understanding the world | Past and present | Look at igloos and explore how life has changed for the Inuit’s | Placing events in chronological order from a story | The way stories have evolved over time spoke, written, radio, film | The life cycle of a butterfly | Other life cycles – frogs, plants | Sequencing the story using time connectives | Comparing the Tiger Who Came To Tea with homes today |
| People, cultures and communities | Look at the culture of the Inuit people and how they live | Look at the different communities and peoples jobs that Tom may come across in The Great Explorer | Compare our traditions with the Chinese new year traditions |  |  |  |  | Roles in the community – green grocer, milk man, waitress in the cafe |
| The natural world | Make observations of the natural world and record them – picture, photo, film.. | Look at and compare different environments/habitats and think about the animals that may live there. | Life cycles | Growing and planting |  |  |
| Expressive arts and design | Creating with materials | Designing Igloos and painting pictures of them. | Designing snowflakes | Painting and collaging pictures of animals and different habitats | Chinese writing and lanterns | Symmetrical butterfly painting | Fruit salads and fruit Kebabs | Observational drawings of plants and flowers | Van Gough Sunflowers | Henri Roussrau – Tiger in a tropical storm |
| Being imaginative and expressive | Listen to the music from the story – The Snowman. Talk about the beat and tempo – children move in different ways to it | Role playing and acting out the story using story telling language | Chinese dancing and music | Moving like different animals – butterflies, caterpillars, frogs | Using the puppet theatre retell familiar stories | Hosting a tea party |
| Religious Education | Come and See | Celebrating | Islam | Gathering | Growing |
|  | Events |  |  |  |  | Pancake DayValentines DayChinese new year |  |  | Mother’s Day |  |  | Easter |

|  |  |
| --- | --- |
|  | **Summer Term** |
| Topic: | Ticket to ride! |  | Fun at the Seaside! |
| Visit/trip links | South Shields | Author Visit |
|  | Summer 1 | Summer 2 |
|  | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Books: | On the Way Home | The Journey | Billy’s Bucket | Tiddler | The Sandcastle that Lola Built | Pirates |
| Communication and Language | Listening, attention and Understanding | Listen carefully to a story | Relate story to own experiences | Using information from pictures and text | What happened? | Change known stories by action, character or setting | Listen and engage in story telling sessions | Answer questions about a text | To talk about how and why you have completed something | Following instructions |
| Speaking | Describe events in detail | Use time connectives | Use new vocabulary to explain what is happening | Talk about what they have learnt | Use story telling language to tell their own stories to their peers | Read books aloud to each other | Use descriptive language to describe an item or picture | Use language and vocabulary associated with pirates |
| Personal, Social and emotional development | Self regulation | Show resilience and self-perseverance | Understanding change and how to cope with it | Have confidence to complete own set task | Model positive behaviour | Following rules and routines and being able to talk about why we have them – year 1 transition |
| Managing self | Looking after ourselves and our things | Independently tidy up when finishing an activity | Thinking about our dreams and goals what would we like to do when we are older? | Discuss why we take turns | Look how far I have come | Understanding the idea of change – preparing for year 1 | Being confident in who ‘I am | Independently solving problems – washing hands when dirty |
| Building relationships | Looking after others | Understanding how others are feeling in different situations | Looking after our world | Explaining thoughts and ideas in play with peers | Listening to others thoughts and ideas | Following the wishes of others | Building relationships with new people – year 1 staff | Verbalising relationships – you are kind because | Working together |
| Whole School Personal Development | ***British Values*** -  | ***British Values*** - | ***Ten:Ten Module 2 Unit 4 Session 1 –*** Safe inside and out | ***Ten:Ten Module 2 Unit 4 Session 2 –*** My body Mt rules | ***Mental Health Awareness Week*** | ***Story Sessions*** |  | ***Careers*** | ***Ten:Ten Module 3 Unit 1 Session 1*** – God is Love | ***Ten:Ten Module 3 Unit 1 Session 2 –*** Loving God Loving Others | ***Ten:Ten Module 3 Unit 2 Session 1 –*** Me, you, Us | ***Ten:Ten Module 3 Unit 2 Session 2 –*** When I Grow Up | ***Ten:Ten Module 3 Unit 2 Session 3 –*** Money Doesn’t Grow on Trees | ***Managing Transitions*** |
| Physical Development | Gross Motor skills | Obstacle activities – encouraging speed and precision | Large building and constructing with skill and reason | Moving to sounds and music |  | Team games and races – egg and spoon, sack race, obstacle courses | Building sandcastles and forts | Moving to sounds and music |
| Fine Motor Skills | Comfortable writing grip forming recognisable letters |  |  |  |  |  |  | Comfortable writing grip forming recognisable letters |  |  |  |  |  |  |
| Literacy | Comprehension | **Three Billy Goats Gruff** |  | **The Little Red Hen** |
| Draw pictures of characters and settings including captions and labels | Can explain the main events of a story | Retrieve information from a book and explain it | Use story telling language when acting out a narrative | Respond to a story with relevant comments and questions | Identify fiction and non fiction books | Listen to stories accurately anticipating key events | Discuss the main events of a story | Able to talk about what they have read confidently. |
| Word Reading | Bridging Lesson (/c/ <c, k, ck>, /ch/ <ch, tch>, /w/ <w, wh>  | Skill Consolidation – Segmenting, Blending and Phoneme Manipulation  | Skill Consolidation – Segmenting, Blending and Phoneme Manipulation  | Introduce unit 1 Extended code  |
| Writing | Writing our own short stories just like Clare in the story | Writing a recount | Captions, tickets and maps | Story mapping – writing own stories | Character and setting descriptions | Writing lists and instructions | Treasure maps |
| Maths | Number | Describe and sort 2d and 3d shapes | Patterns | Measuring comparing lengths, volumes, estimating, ordering | Money | Recognise and extend patterns | One more and one less using known number knowledge | Grouping and sharing | Doubling and halving | Estimating and counting |
| Numerical Pattern | Recognising and ordering numbers to 20 – extend number bonds to 20 and recap number bonds to 10 | Counting forwards and backwards to 20 | Even and odd numbers |
| Understanding the world | Past and present | Sequencing storiesRead What did the Tree See and talk about past and present and changes over time. | Explore how trains have changed over time | Fossils and Dinosaurs – Where are they now? | The Seaside long ago | Pirate stories |
| People, cultures and communities | Look at stories about other cultures – compare Handa’s Walk to Clare’s walk | Look at how communities and transport has changed |  |  | Palaeontologists | Beaches around the world |
| The natural world | Compare the natural world in different stories | Look at the natural world in what did the tree see – look at the different places visited in The Great Explorer | Watch a train ride and look at the terrain it passes through | Investigate and explore beach and sea animals | How can pirates live at sea? |
| Expressive arts and design | Creating with materials | Using clay to create an animal from Handa’s surprise | Junk modelling different transport  | Junk modelling trains and bridges | Experiment with light and shade adding white and black to colours | Paper plate Jelly fish | Paper plate porthole pictures | Sand art | Makingv treasure maps |
| Being imaginative and expressive | Learn traditional African songs and dances | Dressing up from different times throughout the story what did the tree see | Role playing Train journeys | Water colour under the sea painting - look at artists | Making music! | Learning sea shanties | Dancing to pirate music |
| Religious Education | Come and See | Growing | Good News | Friends | Our World |
|  | Events |  | Fathers day |  |  |  |  |  |  |  |  |  |  |  |  |