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

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| **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 Story  1 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 |  | |  |  |  |  |  |  | Halloween  Bonfire night | Remembrance Day |  |  |  |  |  | Christmas |

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| **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 Day  Valentines Day  Chinese new year | |  |  | Mother’s Day |  |  | Easter |

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|  | **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 stories  Read 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 |  |  | |  | |  |  | |  | |  | |  | |  | |  | |  | |  | |