

Grappenhall Heys Primary School Medium Term Plan – Reception

Autumn 1



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Linked Texts						
Enrichment	<ul style="list-style-type: none"> • Visit Fizz Pop Science • Visits from school staff e.g. office, head teacher, caretaker for children to learn about their roles • Invite Community Support officer in to talk to children about their role in the local area • Phonics Stay and Play 					
Important Dates	<ul style="list-style-type: none"> • 19th - 25th Sept -Recycle Week • 25th-27th September Rosh Hashannah • 1st October- beginning Black History Month • 10th Oct World Mental Health Day • 31st Oct Halloween 					

- Identify and express their own feelings- introduce feeling jars
- Learn class rules and be aware of boundaries- create class promises
- Road safety awareness
- Play- changing places parachute game linked to their features 'hair colour' 'eye colour' ...

Texts:

The Colour Monster
 The Colour Monster goes to School
 Why am I me?
 The Family Book
 Starting School
 The Name Jar
 I Love My Hair
 What I Like About Me

Self-Regulation

Intent: Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.

Vocabulary: Feelings, emotions, happy, sad, angry, good, bad.

Implementation: Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.

Managing Self

Intent: Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important

Vocabulary: Upset, sad, feeling, emotion, rules, safety

Implementation: Adults supporting children who are upset. School behavioural expectations explained to the children. Rules explained as well as the reason behind them – books shared linked to rules.

Self-awareness, keeping healthy (Managing Self)

Intent: Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.

Vocabulary: Like, dislike, rules, listening, safe, behaviour.

Implementation: Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.

Independence (Managing Self)

Intent: Independently organises themselves in the morning e.g., book-bag in tray, coat on peg, water bottle on trolley, name card on board. Manages their own personal hygiene e.g., toileting. Follows 1 step instructions.

Vocabulary: Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.

Implementation: Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as "Get your bag".

Collaboration

Intent: Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.

Vocabulary: Play, join in, please, work together, friends, rules, behaviour policy specific vocabulary.

Implementation: Children playing adult guided games with each other so they can be introduced and learn names, Children taught the class rules and expectations

Social Skills (Building Relationships)

Intent: Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children.

Vocabulary: Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.

	<p>Implementation: Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.</p> <p>My Happy Mind: Meet Your Brain</p>					
Phonics	BASELINE	s a t p	i n m d	g o c k	c k e u r	h b f l
Literacy	<p>BASELINE</p> <p>Text: The Colour Monster</p> <p>The Poetry Basket:</p> <ul style="list-style-type: none"> - Pointy Hat (Halloween) - Five Little Pumpkins 		<p>Text: Ruby's Worry</p> <p>The Poetry Basket:</p> <ul style="list-style-type: none"> - Shoes 		<p>Text: Amazin</p> <p>The Poetry Basket:</p> <ul style="list-style-type: none"> - Who has seen the wind? - Mice 	
Progression	<p>PD:</p> <p><i>Gross Motor Development</i></p> <ul style="list-style-type: none"> ▪ Continue to experiment with different ways of moving ▪ Develop overall body strength ▪ Travel with confidence and skill around, under, over and through balancing and climbing equipment, developing □ upper body strength □ balance □ upper arm movements □ crossing the midline □ bilateral coordination ▪ Develop control over an object in pushing, patting, throwing and catching, developing □ upper arm movements □ crossing the midline □ bilateral coordination <p><i>Fine Motor Development</i></p> <ul style="list-style-type: none"> ▪ Show preference to a dominant hand ▪ Handle tools, objects, construction and drawing materials safely and with increasing control, developing □ strength of hand arches □ fine motor strength □ in-hand manipulation □ pincer grip □ thumb opposition ▪ Use a pencil and hold it effectively with correct pencil grip - Begin to form recognisable letters ▪ Write name using correct letter formation, including capital letter 			<p>Composition:</p> <p>Children learn to:</p> <ul style="list-style-type: none"> ▪ Give meaning to marks they make as they write □ directional scribble □ symbolic letters □ letter strings ▪ Begin to break the flow of speech into word □ develop oral rehearsal – think it, say it, write it, read it □ develop memory, holding a word, caption, short sentence to write ▪ Use some clearly identifiable letters to communicate meaning, beginning to use some of their phonic knowledge ▪ Write own name and other things such as □ labels, □ captions □ lists □ cards □ tickets ▪ Begin to attempt to write short captions in meaningful contexts ▪ Begin to re-read their own writing to share it with others 		
Writing Opportunities	<ul style="list-style-type: none"> ● Make meaningful marks ● Writing names ● Labelling ● Secure dominant hand ● Develop tripod grip ● Writing initial sounds and simple captions. ● Letter formation practise 					

<p style="text-align: center;">Maths</p>	<p style="text-align: center;">BASELINE</p>	<p style="text-align: center;">BASELINE</p> <p>Record eye colour, height etc and create bar charts</p>	<p>Subitising</p> <p>https://drive.google.com/drive/folders/1jNoQZ70dPms_20UTRv9qsrn31BMiZiIC?usp=share_link</p> <p>SSM: Circles and triangles</p> <p>https://drive.google.com/drive/folders/16cTNwJkIEnYaUIAco6drXMNnmcy673rv?usp=sharing</p>	<p>Counting, Cardinality and Ordinality</p> <p>https://drive.google.com/drive/folders/1_k_h0oAMkPOjSIIpMjJLWHT6TeJGGGdt?usp=share_link</p> <p>SSM: sorting shapes</p> <p>https://drive.google.com/file/d/10LKocBT-cPHuyvlceL_2BKOpEKpPceX1/view?usp=share_link</p> <p>environmental shapes</p> <p>https://drive.google.com/file/d/1pjfbgAUCPq_jFB-FqTwp_iMYKALVgmid/view?usp=share_link</p>	<p>Composition</p> <p>https://drive.google.com/drive/folders/18uysVpwjFbZ3EjoRN9tUtB1Xyjzafji?usp=share_link</p> <p>SSM: Positional language</p> <p>https://drive.google.com/file/d/1aYEKiVY-bZmv4yXxbUvkmaTGyFP3OwPr/view?usp=share_link</p>	<p>Subitising</p> <p>https://drive.google.com/drive/folders/1AqvHdcERWr-lpM5OLAx9oKBPx-uUPdmo?usp=share_link</p> <p>SSM: Size matching</p> <p>https://drive.google.com/file/d/1UUuF3UVCTL_XTB_GDIIEtueK8pHVpubf/view?usp=share_link</p>
<p style="text-align: center;">Understanding the World</p>	<p>All about me- children can share what makes them 'them'- each child to fill an 'All About Me' bag and share with the class- family photograph, special toy etc.</p> <p>-See Art Planning (portraits)</p> <p>In the Past- play 'Guess Who' Children to bring in photograph of them from when they were a baby. Key questions: 'Who do you think this is? Why? How can we tell? Do they have the same smile? What has changed? What could you do as a baby? What can you do now?'</p> <p>What did we you do over the holidays? Simple recount</p> <p>Washing Hands- germ experiment (bread test) Our bodies – STEM brilliant bodies</p>		<p>Family Tree- ask parents to provide pictures and create family trees with the children to show them the history of their family- what happened before I was born?</p> <p>People who help us: Learn about the roles of different people who help us at school</p> <p>Harvest Festival: learn about Harvest festival and why it is celebrated. Discuss ways we could help people in our community.</p> <p>Significant figure from the past: Learn about Garrett Morgan- link to Black History Month Rosa Parks</p> <p>Black History Month Texts: My Skin your Skin by Laura Henry-Allian So much! By Trish Cooke Look Up! By Nathan Bryon</p>		<p>Baby to now – How have I changed?</p> <p>Weather: Learn about different seasons and create weather charts</p> <p>Where do I live?</p> <ul style="list-style-type: none"> - Learn about our local area- name of road, town, country that school is located in. - Children will learn their own address and that of those close to them. - Explore simple routes and features - What home do I live in? <p>Bonfire Night</p> <ul style="list-style-type: none"> - Guy Fawkes Story - Fire Safety Rules - Visit from Fire Brigade 	

		<p>Watch:</p> <p>https://www.bbc.co.uk/iplayer/episode/m001crtf/jojo-gran-gran-specials-its-time-to-go-on-a-voyage</p> <p>https://www.youtube.com/watch?v=sISqk-K1Qe8</p> <p>https://www.youtube.com/watch?v= hlgFwzQbrs</p>				
Art	<p>Drawing: Pupils develop their control and confidence when drawing using a range of materials. Pupils draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. Pupils learn to tonally shade areas and shapes as neatly and carefully as they can.</p> <p>Draw 'My Family' looking at size, features</p>	<p>Painting and Mixed Media: Colour: Children will learn fundamental colour mixing using primary colours. They play with colours, experimenting to 'discover' new colours.</p> <p><u>Exploring Colour</u>- children will create their own Colour Monsters by mixing primary colours</p> <p>Read 'Mixed' by Arree Chung and mix primary colours for painting</p>	<p>Applying drawing and colour mixing skills:</p> <p>Artist:</p> <ul style="list-style-type: none"> • Frida Kahlo: Self-portraits- mixing colours for skin tone and looking at features – artist • Children will draw a friend and discuss similarities and differences 			
DT		<p>Salt Dough People</p> <p>Look at the work of Sculptor Anthony Gormley</p> <p>Using a rang of tools- garlic press, shape cutters, rolling pins etc children will create salt dough people; this will be someone they know- thinking carefully about features.</p>	<p>Clay Faces</p> <p>Children will create their faces out of clay. We will look at how clay can be manipulated and shaped into features.</p>			
PE	<p>Dance U1</p> <p>Recognise that actions can be reproduced in time to music; beat patterns and different speeds.</p> <p>Perform a wide variety of dance actions both similar and contrasting.</p> <p>Copy, repeat, and perform simple movement patterns.</p> <p>https://thepehub.co.uk/lesson-category/unit-1-dance/</p>					
Music	<p>Me!</p> <p>Tap, clap dance to the beat</p> <p>https://www.accentmusicubinteractive.org.uk/c/1367487-ghps-music-2023-24/1360215-me</p>					
Religious Education	<p>Special Times: How and why do we celebrate? What times are special to different people and why?</p>					
Computing	<p>Online Safety (Activity takes place over the term)</p> <p>Spot the locks</p> <p>Lesson Plan</p> <p>Worksheet</p>					
French	<p>Joining in</p>	<p>Joining in</p> <p>Join in with a French song with actions</p>	<p>Joining in</p> <p>Join in with a French song, actions and words.</p>	<p>Joining in</p> <p>Recall French for hello, goodbye and thanks.</p>	<p>Joining in</p>	<p>Joining in</p>

	<p>Join in with a French song</p> <p>https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_067ee0b1204751f7082fba8cc64b1a06.pptx</p>	<p>https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_237c77dfe32122323adb7f70b9db52.pptx</p>	<p>https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_cc78fc97fd54a4ea0e5513e18804256.pptx</p>	<p>https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_87f70bfa47d7ba106126ef402bc5812.pptx</p>	<p>Remember a song about hello, goodbye and thank you.</p> <p>https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_dbf396704daf2909962ab66f3169a376.pptx</p>	<p>Remember how to say hello, thank you and goodbye.</p> <p>https://pln.myvle.co.uk/files/sc3490/websites/lspace_112/resources/_35a2e75456263bd445c60067d3794dd9.pptx</p>
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