

Reception Class – Medium Term Planning Autumn 2 2025

<u>Personal, Social & Emotional:</u> • Play cooperatively, taking turns. • Take account of other's ideas • Show sensitivity • Form positive relationships with adults and other children • Confident to try new activities • Confident to speak in small group – talk about ideas and choose resources • Know and say when they do and don't need help • Talk about they and others show feelings • Talk about own behaviour and its consequences • Work as part of a group or class • Adapt behaviour in different situations	<u>Communication & Language:</u> • Manners • Show & Tell • Circle games • Stories • Listen in range of situations • Anticipating key events • Respond appropriately • Follow instructions • Develop social phrases Engage in story times. • Ask how and why questions • Use past, present, and future tense • Develop own narrative • Engage in story times.	<u>Physical Development:</u> • Moving in different directions. • Starting and stopping on a signal games. • Travel using different body parts. • Action songs, Naming body parts. • Discuss effects of exercise after PE. • Fine motor control – finger painting, dress dolls, zips, fasteners, patterns, scissors. • Threading beads, • Malleable • Sewing activity • Hygiene - Wash hands, brush teeth etc. • Develop fine motor skills- holding pencil correctly, using scissors etc • Fundamental Movement Skill Focus: Dynamic Balance to Agility Jumping & Landing. Static Balance Seated • Dance – Dance till You Drop	<u>Literacy:</u> • Letter formation activities. - using pens, paint, sand. • Name recognition activities – matching name to photo. • Guided Reading • Naming and labelling body parts – draw around a child and label. • Use information books to find out about our bodies. • Level 2 / 3 phonics • Read and understand simple sentences • Use phonic knowledge to decode words. Read common irregular words. Demonstrate a knowledge of what they have read • Use phonic knowledge to write words • Write some irregular words • Write simple sentences which can be read by themselves and others • Some words spelt correctly and others phonetically plausible
<u>Mathematics:</u> • Counting fingers and toes. • Number songs. • Compare hand sizes. • Things that are bigger than me / smaller than me. • Order children by height. • Order socks. • Different sized clothes, socks, hats. • Patterns on clothes. • Hair colour / Eye colour – sorting. • Timeline of daily routines. WRM • It's ME 1,2,3! • Light and Dark • Consolidation • Numbers 4, 5, ,6,7,8 • Money • Time • Shape • Early doubling	<u>Understanding the World:</u> • Senses – blindfold games, • Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. • Name and describe people who are familiar to them. • Know some similarities and differences between the past and now. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Use and select technology • RE – Which people are special • and why? • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.		<u>Expressive Arts & Design:</u> • Models of themselves. • Make puppets of themselves and their families. • Peg People • Masks • Paint portraits using mirrors – recap colour mixing. • Draw family portraits focusing on scale. • Draw around each other – add features. • Handprints / Footprints. • Use different body parts to make textures eg. bubble painting. • Take digital photographs of each other. • Collect pictures of people to create a collage. • Healthy eating – Plate collage. • Make Harvest Mosaic • Create posters recommending healthy lifestyles. • Action songs related to body parts • Explore ways of making sounds using the instruments. • Body sounds. • Role Play Area – Indoor – House & Baby Clinic Outdoor – Cafe. • Develop storylines in their pretend play.