



Ellington Primary School: EYFS Reception Autumn A Medium Term Planning

<ul style="list-style-type: none"> *Settling in *Excellent Ellington *All About Me/Families *Keeping Healthy *Seasonal Changes - Autumn 	<p>Theme of Learning</p> <p>Class Hero: Tim Peake</p>	<p>Marvellous Me!</p> <p>Who is Tim Peake? What are his hero qualities?</p>			
<p style="text-align: center;"><u>Core Books</u></p> <div style="display: flex; justify-content: space-around;"> </div>		<p><u>Other Key Stories Linked</u></p> <p>Wiffy Wilson Stories Peepo Funnybones The Colour Zone monster We're going on a leaf hunt Favourite 5</p>	<p><u>Important Dates</u></p> <p>Parents Morning Sessions Secret Reader Stay and Play</p> <p style="text-align: center;"><u>Enrichments</u></p>	<p style="text-align: center;"><u>Values</u></p> <ul style="list-style-type: none"> *Proud Peacock *Respectful Rhino *Honest Hedgehog *Persevering Parrot *Teamwork Tiger *Happy Hippo 	

<p>Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:</p>			<p>Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking ; Having their own ideas; Making links; Choosing ways to do things</p>					
Personal, Social and Emotional Development (PSED)	Week 1	Week 2 Kapow	Week 3 Kapow	Week 4	Week 5	Week 6	Week 7	Week 8
	Self-Regulation Settling in: How do we feel about starting Reception?	Self-Regulation – The Colour Zone Monster – How does the monster feel? Recap zones of regulation	Self-Regulation Feeling Jar Zones of Regulation – Green -What makes us happy? Bring something in from home	Self-Regulation Feeling Jar Zones of Regulation – Blue What can make us feel sad? How do we feel when we are tired?	Self-Regulation Feeling Jar Zones of Regulation – Yellow. What makes us feel worried?	Self-Regulation Feeling Jar Zones of Regulation – Red What does angry feel like?	Self-Regulation Explore Coping strategies and how characters in stories might be feeling	Self-Regulation Facial Expressions – How do they feel? Explore different emotion vocabulary
	Managing Self Familiarisation with teachers/areas within class. What does Ready look like? What does Respectful look like? What does kind look like? I can line up sensibly			Managing Self We can follow rules without needing an adult to remind us.	Managing Self How do we look after our teeth?	Managing Self What do we need to do to have a healthy lifestyle?		Managing Self Reflect on the term. How far have we com
	Building Relationships		Building Relationships	Building Relationships	Building Relationships	Building Relationships	ELG: Building Relationships We understand that	

Communication and Language (CL)	Listening, Attention and Understanding Recap what good listening looks like – How do we show this?	Listening, Attention and Understanding We are able to listen carefully and understand why listening is important.	Listening, Attention and Understanding We can follow an instruction made up of two parts.	Listening, Attention and Understanding Listen and learn new vocabulary related to ourselves/families	Listening, Attention and Understanding We engage fully in stories within the class and understand what is happening with the help of pictures.	Listening, Attention and Understanding We can understand ‘why’ questions.	Listening, Attention and Understanding We are able to learn rhymes, poems and songs.	
	Speaking We can participate in the register and start to develop social phrases, ie, Good Morning.	Speaking Encourage children to talk in full sentences within group/provision time. We can be confident when speaking in a small group.		Speaking We are able to learn new vocabulary and use it correctly.	Speaking We can join in with repeated refrains in well known stories/rhymes	Speaking We can ask ‘Why’ questions	Speaking We are able to sing rhymes, poems and songs.	
Literacy	Pete the Cat		Once there were Giants			The Little Red Hen		
	Word reading We can recognise our names We can recognise our peg label picture		Word reading We can recognise words with the same initial. We can explore alliteration		Word reading We know that text in English move across the page (left to right)	Word reading We can turn pages and order the beginning, middle and end a book.	Word reading We are starting to read some letters by saying the sounds for them.	Word reading We can begin to read CVC words such as hen, dog, cat
	Phonics: RWI Set 1 Sounds	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	
	Comprehension We can engage in story time. We can repeat words and phrases from familiar stories.		Comprehension We can ask questions about a book. We can make comments and share ideas about a book. We can make inferences using the pictures in a story Understand how our needs change over time			Comprehension We can develop play around favourite stories. We can use new vocabulary that we have learnt in a book. We can predict different endings to stories. We can re-tell a familiar story using actions/pictures We can order a the beginning, middle, end of a story		
	Writing We can write our name. We can write some letters accurately Learn how to write on a line in a book Know we write from left to write Copy write a word to complete a sentence e.g I like to ____ in my school shoes		We can write labels using our photograph as stimulus We can write a label to compare our needs compared to a baby need We can write labels and order the growth of a person from baby-elderly -			Writing Complete our first Writing Journey <u>Explore</u> *Order the story *Label the characters in our story – cvc words *Act out the story <u>Create</u>		

			<p>*Create a list for red hen bread making</p> <p>*Explore describing words for the hen and a contrasting character.</p> <p>*Make soup and bread like the little red hen – discuss likes and dislikes, explore describing words</p> <p><u>Model/Enable</u></p> <p>Model what a simple sentence looks like. Explore the features of a simple sentence. Model writing a sentence using a picture from the story. Chn to begin to write a simple sentence using stimulus from our story.</p> <p>By the end of term, I can form Curly Caterpillar and robot letters correctly</p>
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Mathematics	Numbers to 5 Wider Maths: Patterns, Sorting 2-D shapes Shapes, Money							
		<p>CLIC Number of the Week</p> <p>Introduce 5 frame</p> <p>Explore Number 1 (numicon, number facts, subitizing)</p> <p>Explore formation of number 1</p> <p>Number Rhyme: 5 Little Ducks</p>	<p>Number of the Week</p> <p>Introduce 2 on 5 frame</p> <p>Explore Number 2 (numicon, number facts, subitizing)</p> <p>Explore formation of number 2</p> <p>Number Rhyme: 1,2,3,4,5 once I caught</p>	<p>Number of the Week</p> <p>Introduce 3 on 5 frame</p> <p>Explore Number 3 (numicon, number facts, subitizing)</p> <p>Explore formation of number 3</p> <p>Number Rhyme: One finger, One thumb keep moving</p>	<p>Number of the Week</p> <p>Explore 1,2,3 on five frame</p> <p>Explore Number 1,2,3 (numicon, number facts, subitizing)</p> <p>Number Rhyme: One and Two body song</p>	<p>Number of the Week</p> <p>Introduce 4 on 5 frame</p> <p>Explore Number 4 (numicon, number facts, subitizing)</p> <p>Explore formation of number 4</p> <p>Number Rhyme: Five Little Apples</p>	<p>Number of the Week</p> <p>Introduce 5 on 5 frame</p> <p>Explore Number 5 (numicon, number facts, subitizing)</p> <p>Explore formation of number 5</p> <p>Number Rhyme: Five Little Apples</p>	<p>Number of the Week</p> <p>Assess children's knowledge of numbers within 5</p> <p>Number Rhyme: Daily Vote our Favourite</p>
	Early Years Number	Early Years Number	Early Years Number	Early Years Number	Early Years Number	Early Years Number	Early Years Number	Early Years Number
				Can say when a group has more/less the same within 5	Represent numbers 1,2,3 in different ways	Count 1p items from the shop. Make amounts using 1p to 5 Explore using a 5 frame/numicon/real coins	Order numbers within 5 – saying numbers before, after, in between I can match numerals to objects within 5	Assess children's knowledge of numbers within 5
	Wider Maths	Wider Maths	Wider Maths	Wider Maths	Wider Maths	Wider Maths	Wider Maths	Wider Maths
	I can record my sorting using mark making I can make a 2 colour pattern	*I can describe simple 2-d shapes *I can find 2-d shapes in our environment *I can sort 2-D shapes				Little Red Hen Shop – Introduce 1p I can play 'shop'! 1 - buying things	Continue 'shop' within role-play	Assess children's knowledge of numbers within 5
Understanding the World	Past and Present We can talk about our summer challenge. Share memories of the summer holidays	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present		
		Explore how we have changed since we were a baby. Guess the Baby- Baby photos	We know that we were once babies and can talk about how our needs have changed. Invite baby in to discuss baby needs/compare to our	We know that we will grow into adults in the future. Guess the baby photos		Explore the story Peepo. Compare baby's home to our own.		

				own Guess the baby photos				
	<p>People, Culture and Communities We know we belong to Ellington Primary School. Find and meet different staff members e.g Mr Hodgson, Mrs Dyer, Julie (Kitchen), Our Dinnerlady, Mr Robinson</p>	<p>People, Culture and Communities We know we belong to Ellington Primary School. Go on a Pete the Cat Scavenger Hunt to get to know our school</p> <p>Orienteering boards</p>	<p>People, Culture and Communities We know that we belong to a family.</p>	<p>People, Culture and Communities Talk about the special people in our lives.</p>	<p>People and Communities R.E Being special: where do we belong? *Recognise and talk about why people have different beliefs and celebrate special times in different ways. Why do we celebrate Harvest?</p>			
	<p>The Natural World We can find and group natural items we find in our EYFS garden.</p>	<p>The Natural World We can make patterns using natural items in our garden</p>	<p>The Natural World We can talk about and identify our basic body parts</p>	<p>The Natural World We can group and sort the children in our class based on our appearances</p>	<p>The Natural World We know that we have five senses.</p>	<p>The Natural World Explore Autumn using our senses</p>	<p>The Natural World Explore different vegetables before and after cooked in soup. Use senses to describe the soup/bread</p>	<p>The Natural World Explore Autumn using our senses.</p>

Expressive Arts and Design	<p>Creating with Materials</p> <p>We can explore different mark making materials on different textures inside/outside</p>	<p>Creating with Materials</p> <p>We can create use continuous lines to represent objects.</p>	<p>Creating with Materials</p> <p>We can use collage materials to represent a feeling - Green</p>	<p>Creating with Materials</p> <p>We can use collage materials to represent a feeling - Sad</p>	<p>Creating with Materials</p> <p>We can use collage materials to represent a feeling - Worried</p>	<p>Creating with Materials</p> <p>We can develop We can use collage materials to represent a feeling - Angry</p>	<p>Creating with Materials</p> <p>Explore colour wheel primary colours</p>	<p>Creating with Materials</p> <p>Explore what happens when we mix primary colours – introduce secondary colours</p>
	<p>Being Imaginative</p> <p>We can listen to what we have heard, and respond in an expressive way.</p> <p>Song: A range of Nursery Rhymes</p>	<p>Being Imaginative</p> <p>We can take part in songs and create actions to go with them.</p> <p>Song: A range of Nursery Rhymes</p>	<p>Being Imaginative</p> <p>Kapow: Vocal sounds</p> <p>Song: Miss Polly had a dolly</p>	<p>Being Imaginative</p> <p>Kapow: Body Sounds</p> <p>Song: Heads, shoulders, knees and toes – adapt and change</p>	<p>Being Imaginative</p> <p>Kapow: Environmental sounds</p> <p>Song: Dry Bones</p>	<p>Being Imaginative</p> <p>Kapow Nature Sounds</p> <p>Harvest Song/Poem</p>	<p>Being Imaginative</p> <p>We can take part in songs and create actions to go with them.</p> <p>Harvest Song/Poem</p>	<p>Being Imaginative</p> <p>We can take part in songs and create actions to go with them.</p> <p>Harvest Song/Poem</p>
Computing	<p>Awesome Autumn—Barefoot Self-Image and Identification—Evolve</p>							
School Values	<p>Schools Rules</p> <p>Be Ready Be Respectful Be Kind</p>	<p>How are we proud peacocks?</p> <p>Create a peacock for display</p>	<p>How are we respectful rhinos?</p> <p>Create a rhino for display</p>	<p>How are we persevering parrots?</p> <p>Resilience challenge</p> <p>Create a parrot for display</p>	<p>How are we Honest Hedgehogs?</p> <p>Create hedgehog for display</p>	<p>How are we teamwork tigers?</p> <p>Teamwork challenge</p> <p>Create a tiger for display</p>	<p>How are we Happy Hippos</p> <p>Small group compliments /act of kindness</p> <p>Create a hippo for display</p>	