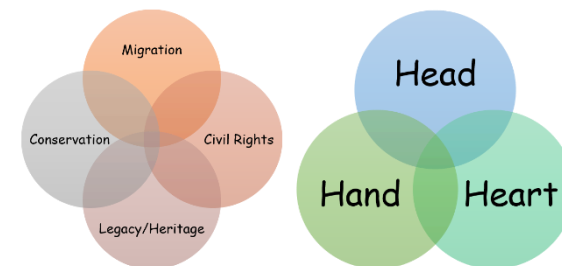


Riversdale Primary School

Medium Term Planning



Year Group	Reception
Topic	Me and My Community
Vocabulary	<p>The vocabulary that will be introduced is:</p> <ul style="list-style-type: none"> • Family - A group of people which includes parents. • Relation - The way in which people are connected. • Unique - Being the only one of its kind. • Community - A group of people living, working or learning in the same place • Tradition - the transmission of customs or beliefs from generation to generation • Relative - A person in your family.
Big Questions	<i>What makes me special and unique?</i>

Learning Overview

This half term we will be discussing our class rules and settling into our new routines at school.

We will be focusing on stories about families, emotions, being unique, celebrating differences and about our bodies.

We will learn new vocabulary.

We will act out stories with puppets and story props.

We will discuss what makes a good friend.

We will discuss what is the same and what is different about each other.

We will talk about how families are the same and how they are different.

We will look at photos of our families and talk about people who are special to us.

We will design a family tree.

We will talk about our feelings and different emotions.

We will go on an Autumn walk around our local area and record what we can see, hear, smell and how we feel on the walk.

We will discuss the celebrations of families and link to British values.

We will draw around each other and label our different body parts.

We will measure different parts of our body.

We will be singing number songs and rhymes.

We will count and recite number names in order.

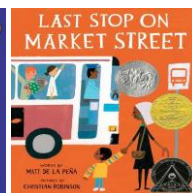
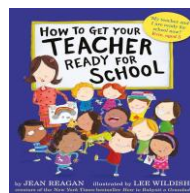
We will estimate small numbers without counting.

We will recognise numbers in stories, rhymes and when counting.

We will count sounds, movements, moving things, objects in a circle, steps, claps etc
 We will be counting different objects in the classroom and outside.
 We will be ordering different sizes.(ordering ourselves by height)
 We will be making repeating patterns.
 We will go on a shape hunt and make shape pictures.
 We will do colour mixing.
 We will do handprints.
 We will do observational drawings of things we see in our local area.
 We will look at our faces in a mirror and do self-portraits.
 We will draw/paint members of our families.
 We will use natural materials to create faces/make repeating patterns and to build dens.
 We will sing songs and play musical instruments.
 We will create things out of junk modelling, clay and playdough.
 We will listen to music when painting and paint what we feel.
 We will be exploring printing and painting with different textures.

Quality Stimulus Text

Supporting texts will link closely to families, friendship and feeling valued in a community.



Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Learning:		
		Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Phonics	<ul style="list-style-type: none"> Oral Blending-practise hearing sounds (e.g., c-a-t) and blending them into whole words without letters yet. Phonological Awareness-revisiting skills such as rhyme, rhythm, syllables, and alliteration. Sound Discrimination & Listening Skills-tuning into differences in sounds (environmental, instrumental, body percussion, voice). Language & Vocabulary-continued exposure to rhymes, songs, and stories to expand vocabulary. Book Behaviours & Story Familiarity-revisiting Nursery knowledge of how books work (front cover, turning pages, following print left to right). 	<ul style="list-style-type: none"> Week 1: s - a - t - p Week 2: -i - n - m - d Week 3: g - o - c - k New tricky word: is Week 4: ck - e - u - r New tricky words: l Week 5: - h - b - f - l New tricky words: the Week 6: Assess and review week 	<ul style="list-style-type: none"> Oral Blending → Blending to Read Moving from oral blending (no letters) to blending sounds represented by graphemes. Segmenting to Spell Breaking down spoken words into individual phonemes. Beginning to write these using taught graphemes (e.g., hearing c-a-t and writing cat). Recognising and Recalling Graphemes Learning the first set of grapheme-phoneme correspondences (GPCs): s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss. Saying the pure sound and writing the corresponding letter. High-Frequency/Tricky Words Beginning to read and recognise tricky words (words that can't be sounded out fully yet): is, l, the. Building automatic recall of these words in reading and writing. Developing Fluency with Decodable Books Using taught GPCs to read fully decodable books matched to their phonics knowledge. Applying blending skills to build fluency and confidence. Handwriting Linked to Phonics Correct letter formation for each taught grapheme. 	<ul style="list-style-type: none"> Resilience (keep trying when it's tricky). Confidence (believing they are readers). Empathy & respect (listening, turn-taking). Self-regulation (focus, patience). Responsibility & pride (caring for books, practising at home).

			<ul style="list-style-type: none"> • Practising writing simple words and captions using known sounds. • Phonological Awareness in Context. • Continued work on rhyme, syllables, and alliteration, but now applied in phonics lessons and reading practice. 	
Communication & Language	<ul style="list-style-type: none"> • Listening attentively in group situations. • Following simple instructions and routines. • Speaking in short sentences and using familiar vocabulary. • Joining in with rhymes, songs, and stories. • Beginning to take turns in conversations. • Developing oral blending and segmenting (pre-phonics skills). 	<ul style="list-style-type: none"> • Vocabulary for family, roles, and places in the community. • Story language and connecting narratives to real-life roles. • Social phrases for self-introduction, politeness, and peer interaction. • Conceptual words like safe, healthy, fair, rules, respect. • Knowledge of how they belong in their community and how others contribute. 	<ul style="list-style-type: none"> • Listen attentively for information about their community. • Speak confidently using new vocabulary and full sentences. • Ask and answer questions to gain understanding about people, roles, and places. • Retell stories and experiences in sequence. • Express opinions and feelings about themselves and their community. • Engage in collaborative communication with peers using polite and respectful language. 	<ul style="list-style-type: none"> • Self-awareness: recognising and naming emotions. • Self-regulation: listening and taking turns. • Empathy: understanding others' feelings and roles. • Social skills: polite conversation, collaboration, cooperation. • Confidence: sharing ideas and experiences verbally. • Respect and responsibility: polite language, helping others, following rules. • Curiosity: asking questions and engaging with new concepts.
Mathematics	<ul style="list-style-type: none"> • Counting reliably to 5 or 10. • Recognising numerals to 5 or 10. • Comparing quantities (more/less, bigger/smaller). • Sorting and matching objects by colour, shape, or size. • Recognising simple patterns and continuing them. • Using positional language (in, on, under, next to). 	<ul style="list-style-type: none"> • Objects can be sorted and grouped by their similarities and differences, such as colour, shape, pattern, texture, and function. • Sort objects based on features like colour, shape, pattern, texture, and what they are used for. • Compare and order things by length, size, and time. • Simple patterns like AB patterns can be recognised, extended, created, and fixed; we can begin to explore more 	<ul style="list-style-type: none"> • Identify similarities and differences across a range of criteria, such as colour, shape, pattern, texture, and function. • Sort objects by colour, shape, pattern, texture, and function. • Compare and order objects by length, size, and time. • Recognise, continue, create, and correct simple AB patterns and begin to explore ABC patterns. • Count reliably using one-to-one correspondence up to and 	<ul style="list-style-type: none"> • Resilience & perseverance • Confidence and self-esteem • Collaboration & empathy • Curiosity and engagement • Self-regulation and focus • Respect and fairness • Pride and motivation

		<p>complex patterns like ABC patterns.</p> <ul style="list-style-type: none"> Count reliably with one-to-one correspondence up to and including five, both forwards and backwards. To learn the idea that each number is one more or one less than the numbers next to it. To learn to recognise and describe 2D shapes using mathematical language, such as triangle, square, circle, etc. To understand and can use positional language, such as in, on, under, next to, behind, and in front of. 	<p>including five, both forwards and backwards.</p> <ul style="list-style-type: none"> Understand and apply the concept of one more and one less between consecutive numbers. Recognise and describe 2D shapes (e.g. triangle, square) using appropriate mathematical language. Understand and use positional language (e.g. in, on, under, next to, behind, in front of). 	
PSED	<ul style="list-style-type: none"> Developing confidence to separate from familiar adults. Understanding and following basic classroom routines. Playing alongside and with other children cooperatively. Beginning to manage feelings and behaviour in simple situations. Taking turns and sharing with support. Expressing needs and preferences using words. 	<ul style="list-style-type: none"> Each person is unique and important — <i>I see myself as a valuable individual</i>. Positive relationships are built on respect and constructive interactions. It's important to recognise and express my own feelings and to consider how others might feel. Facing challenges with resilience and perseverance helps us to grow and learn. Learn to identify and manage my emotions in social and emotional situations. Other people may have different thoughts, feelings, and perspectives, and I can think about these. Begin to manage my own needs, including making decisions and becoming more independent. 	<p>Develop independence, including:</p> <ul style="list-style-type: none"> Separating confidently from parents/carers. Finding their own peg and self-registering. Choosing their own activities rather than following others. Tidying up the areas where they have worked. <p>Understand and follow routines and rules, including:</p> <ul style="list-style-type: none"> Knowing where resources are kept and how to use and tidy them. Understanding when and how certain areas can be used. Learning and following the setting's rules and routines. <p>Demonstrate good manners and positive social behaviours, such as:</p> <ul style="list-style-type: none"> Using polite language during snack, lunch, and free choice times. 	<ul style="list-style-type: none"> Self-awareness: recognising their own feelings and identity Self-regulation: managing emotions and following routines Confidence and self-esteem: participating and expressing themselves Empathy: understanding and responding to others' feelings Social skills and cooperation: sharing, turn-taking, collaboration Responsibility and respect: caring for themselves, others, and resources Resilience and perseverance: persisting with tasks and challenges Joy and engagement: enjoying achievements and learning

		<ul style="list-style-type: none"> Looking after myself includes managing personal hygiene like handwashing and toileting. Health and wellbeing are supported by regular physical activity, healthy eating, good sleep, and emotional support. Taking care of my body and mind helps me to feel good and do my best. 	<ul style="list-style-type: none"> Helping others with tasks like putting on aprons or tidying up. Praising and encouraging peers. <p>Form positive relationships by:</p> <ul style="list-style-type: none"> Playing and working cooperatively. Showing kindness and respect to others. Learning and following the class's "Golden Rules". Earning and understanding the value of rewards (e.g. house points). <p>Manage their emotions and behaviour, including:</p> <ul style="list-style-type: none"> Expressing their feelings appropriately to staff and peers. Asking for help when needed. Showing perseverance by having a go before asking for support. Responding appropriately to rewards and sanctions. <p>Talk about their personal experiences, such as: Sharing information about home and family during circle time or informal discussions.</p> <ul style="list-style-type: none"> Communicating physical and emotional needs (e.g. hunger, tiredness, feeling unwell). <p>Take responsibility for self-care, including:</p> <ul style="list-style-type: none"> Using the toilet independently and washing hands. Understanding the importance of a healthy diet. Willingness to try new foods and talk about healthy choices. 	
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Physical Development	<ul style="list-style-type: none"> • Developing gross motor skills: running, climbing, jumping, balancing. • Developing fine motor skills: holding pencils, using scissors, manipulating small objects. • Coordinating movements in play and games. • Beginning to dress/undress with support (coats, shoes). • Exploring space and personal boundaries. 	<ul style="list-style-type: none"> • The fundamental movement skills include rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. • Moving fluently involves developing control and grace in their actions. • Developing body strength, coordination, balance, and agility is essential for participating in activities like dance, gymnastics, sports, and swimming. • Fine motor skills allow children to use tools such as pencils, paintbrushes, scissors, knives, forks, and spoons safely and confidently. • Core muscle strength supports good posture when sitting at a table or on the floor. • Combining different movements smoothly helps children move with ease and fluency. • Using large and small apparatus requires confidence and safety awareness, both alone and in groups. • Ball skills include throwing, catching, kicking, passing, batting, and aiming; precision and accuracy improve with practice. • Developing a handwriting style that is fast, accurate, and efficient is an important skill. • Managing everyday school routines such as lining up, queuing, and mealtimes helps children be successful at 	<ul style="list-style-type: none"> • Revise and refine fundamental movement skills including: • Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. • Progress towards a more fluent style of moving with improved control and grace. • Develop overall body strength, coordination, balance, and agility needed for future physical activities like dance, gymnastics, sports, and swimming. • Develop fine motor skills to use a range of tools competently, safely, and confidently (e.g., pencils, paintbrushes, scissors, knives, forks, spoons). • Use core muscle strength to maintain good posture when sitting at tables or on the floor. • Combine different movements smoothly and fluently. • Confidently and safely use a variety of large and small apparatus indoors and outdoors, both individually and in groups. • Further develop and refine ball skills such as throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision, and accuracy when engaging in ball activities. • Build foundations for a handwriting style that is fast, accurate, and efficient. 	<ul style="list-style-type: none"> • Build confidence and self-esteem through mastery of skills. • Develop perseverance and resilience when learning new movements. • Practice self-regulation in controlling their body and following instructions. • Collaborate and cooperate with peers in games and activities. • Show empathy and support for others during physical tasks. • Take responsibility for safety and equipment. • Experience joy and engagement in movement and play.
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		school.	<ul style="list-style-type: none"> • Develop skills needed to manage daily school routines successfully, including lining up, queuing, and mealtimes. • Use climbing equipment outside for sliding, crawling, climbing and jumping • Use a variety of mark making equipment – brushes, squeeze bottles, chalks, pens, sponges etc • Introducing 'Funky fingers' activities. • Use pens and pencils. • Encourage correct grip and letter formation. 	
Literacy	<ul style="list-style-type: none"> • Enjoying and listening to stories, rhymes, and songs. • Recognising familiar logos or print in the environment. • Making marks and early attempts at writing letters. • Beginning to understand that print carries meaning. • Retelling simple stories or events in order. 	<ul style="list-style-type: none"> • Each individual letter corresponds to a specific sound (phoneme) that they should be able to say. • They should learn to blend sounds together to read short words made from known letter-sound correspondences • Recognise and say the sounds of some letter groups that represent single sounds (digraphs, trigraphs). • Know some common tricky words from the Little Wandle Phonics scheme that do not follow regular sound patterns. • Learn to read simple phrases and sentences made up of words with familiar letter-sound correspondences and some tricky words. • Understand that re-reading books helps improve their confidence, fluency, understanding, and enjoyment of reading. 	<ul style="list-style-type: none"> • Say the specific sound (phoneme) for each individual letter. • Blend sounds together to read short words made from known letter-sound correspondences. • Recognise and say the sounds of some letter groups that represent single sounds (digraphs, trigraphs). • Know some common tricky words from the Little Wandle Phonics scheme that do not follow regular sound patterns. • Read simple phrases and sentences made up of words with familiar letter-sound correspondences and some tricky words. • Understand that re-reading books helps build confidence, fluency, understanding, and enjoyment in reading. 	<ul style="list-style-type: none"> • Confidence and self-esteem in reading and writing • Perseverance and resilience when tackling new letters, sounds, or texts • Curiosity and engagement with books and language • Self-regulation to focus during literacy activities • Empathy and understanding through story discussions • Social skills and cooperation in paired or group tasks • Responsibility and respect for books and peers' work • Joy and pride in learning to read and write

		<ul style="list-style-type: none"> Learn to form lower-case and capital letters correctly when writing. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly when writing. 	
Understanding the world	<ul style="list-style-type: none"> Exploring people and communities familiar to them (family, nursery, local area). Showing interest in the natural world and seasonal changes. Recognising similarities and differences in people, objects, and places. Using simple tools and ICT with support. Asking simple questions about how and why things happen. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images showing familiar situations from the past. Compare and contrast characters from stories, including historical figures. Draw information from a simple map of the local environment. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in various ways. Recognise some similarities and differences between life in their country and life in other countries. Explore and observe the natural world around them. Describe what they see, hear, and feel during nature walks (e.g., an Autumn Walk). Understand how changing seasons affect the natural world around them. 	<ul style="list-style-type: none"> Talk confidently about members of their immediate family and community. Name and describe familiar people in their lives. Comment thoughtfully on images depicting familiar situations from the past. Compare and contrast characters from stories, including historical figures. Use simple maps to find and describe features of the local environment. Understand and explain why certain places are special to people in their community. Recognise and respect that people have different beliefs and celebrate special occasions in different ways. Identify similarities and differences between life in their own country and other countries. Explore and investigate the natural world around them. Describe sensory experiences from nature walks, such as what they see, hear, and feel. Understand and explain the effects of changing seasons on plants, animals, and the environment. 	<ul style="list-style-type: none"> Curiosity and engagement through exploration and questioning. Confidence and self-esteem in discovering and sharing knowledge. Perseverance and resilience when investigating or problem-solving. Empathy and appreciation for people, cultures, and living things. Social skills and cooperation in collaborative learning. Responsibility and respect for resources, rules, and the environment. Self-regulation and focus in observing and exploring. Joy and wonder in learning about the world.
Expressive Art & Design	<ul style="list-style-type: none"> Exploring a range of materials and tools for art and craft. 	<ul style="list-style-type: none"> Explore, use, and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> Paint self-portraits for display, demonstrating awareness of facial features. 	<ul style="list-style-type: none"> Confidence and self-esteem in sharing their creative work.

	<ul style="list-style-type: none"> • Engaging in imaginative play with familiar scenarios (home, shops, school). • Singing songs and exploring rhythm and movement. • Experimenting with colours, textures, shapes, and sounds. • Beginning to represent ideas or experiences through drawings, role play, or construction. 	<ul style="list-style-type: none"> • Understand the importance of returning to and building on previous learning to refine their ideas. • Know how to create collaboratively by sharing ideas, resources, and skills with others. • Listen attentively to music, move in response, and talk about how it makes them feel. • Watch and discuss dance and performance art, expressing their feelings and responses. • Sing alone or in groups, working to match pitch and follow melody. • Develop storylines and narratives during pretend play. • Explore and engage in music-making and dance, performing either solo or in groups. 	<ul style="list-style-type: none"> • Use collage materials creatively (e.g., on a paper plate) to make faces. • Create large person models using collage and paint, including labelling body parts. • Explore making sounds using different parts of the body to accompany songs. • Experiment with controlling sounds by making them faster, slower, louder, and quieter. • Paint using fingers and thumbs, exploring different textures and techniques. • Choose from a variety of materials to make their own models and describe the movements and actions of their hands while working. • Sing favourite songs and take turns clapping rhythms to develop timing and coordination. • During free painting activities, observe and discuss shapes and colours closely. 	<ul style="list-style-type: none"> • Curiosity and creativity in exploring materials, sounds, and role play. • Perseverance and resilience when tackling creative challenges. • Self-regulation to focus and manage emotions during creative tasks. • Empathy and understanding for others' ideas and contributions. • Social skills and cooperation in group art, music, and role play. • Responsibility and respect for materials, instruments, and peers. • Joy and engagement in expressing themselves imaginatively.
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