



Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Reception
TERM	Autumn 1
BIG QUESTION	Me and My Community: What makes me special and unique?
VOCABULARY	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: Shared customs or beliefs from generation to generation. Relative: A person in your family.

VEHICLE TEXT(S)



LEARNING OVERVIEW

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

- We will focus on stories about families, emotions, being unique, celebrating differences and our bodies.
- We will learn new vocabulary.
- We will act out stories using 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 photographs of our families and talk about people who are special to us.
- We will create 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 and smell, as well as how we feel during the walk.
- We will discuss family celebrations and make links to British Values.
- We will draw around each other and label different body parts.
- We will measure different parts of our bodies.
- We will sing number songs and rhymes.
- We will count and recite number names in order.
- We will recognise small quantities without counting.
- We will recognise numbers in stories, rhymes and everyday counting.
- We will count sounds, movements, objects, steps and claps.
- We will count different objects in the classroom and outdoors.
- We will compare and order objects and ourselves by size and height.
- We will explore and create repeating patterns.
- We will go on a shape hunt and create shape pictures.
- We will explore colour mixing.
- We will explore printing, including handprints.
- We will create observational drawings of things we notice in our local area.
- We will look closely at our faces in a mirror and create self-portraits.
- We will draw and paint members of our families.
- We will use natural materials to create faces, repeating patterns and structures.
- We will sing songs and play musical instruments.
- We will create using junk modelling, clay and playdough.
- We will listen and respond to music through painting.
- We will explore printing and painting using a range of textures.

SUBJECT	CONSOLIDATING: WHAT SKILLS SPECIFIC TO THIS TOPIC ARE BEING BUILT UPON? WHAT KNOWLEDGE SPECIFIC TO THIS TOPIC IS BEING CONSOLIDATED?	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	• 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 and Listening Skills: tuning into differences in sounds (environmental, instrumental, body percussion, voice). • Language and Vocabulary: continued exposure to rhymes,	• 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 word: I • Week 5: - h - b - f - l • New tricky word: the • Week 6: Assess and review week	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):	• Respect - listening to others, taking turns and caring for books. • Responsibility - looking after reading books and practising at home. • Reflection - thinking about what we have read, what we understand and what might help us. • Resilience - keeping trying when reading feels tricky and having confidence to have a go.

	songs, and stories to expand vocabulary. Book Behaviours and Story Familiarity: revisiting Nursery knowledge of how books work (front cover, turning pages, following print left to right).		- s, a, t, p, i, n, m, d, g, o, c, k, 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, I, 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. - 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	- 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).	- 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.	- 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.	- Respect - listening carefully, taking turns, using polite language and considering how others feel. - Responsibility - following agreed routines for speaking and listening, helping others and contributing positively to group talk. - Reflection - recognising and naming emotions, thinking about what others have said, and asking questions to deepen understanding.

				Resilience - having the confidence to share ideas and experiences, keep trying to explain thinking, and join in with unfamiliar conversations or concepts.
MATHEMATICS	- 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).	- Objects can be sorted and grouped by their similarities and differences, such as colour, shape, pattern, texture and function. - Objects can be compared and ordered by length, size and time. - Simple repeating patterns, such as AB patterns, can be recognised, extended and created; more complex patterns, such as ABC patterns, can begin to be explored. - Numbers can be counted reliably using one-to-one correspondence up to and including five, both forwards and backwards. - Each number is one more than the number before it and one less than the number after it. 2D shapes have different properties and can be described using mathematical language, such as triangle, square and circle. - Positional language can be used to describe where objects are in relation to one another, such as in, on, under, next to, behind and in front of.	- 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 including five, both forwards and backwards. - 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).	- Respect – listening to others’ ideas, taking turns and working fairly with others. - Responsibility – staying focused, using resources carefully and taking ownership of learning. - Reflection – thinking about methods, noticing patterns, checking answers and learning from mistakes. - Resilience – persevering when maths is challenging, trying different approaches and building confidence to have a go.
PSED	- Developing confidence to separate from familiar adults. - Understanding and following basic classroom routines. - Playing alongside and with other children cooperatively.	- Each person is unique and important. - Positive relationships are built through respect, kindness and constructive interactions.	Develop independence, including: - Separate confidently from parents and carers. - Find their own peg and self-register. - Choose activities independently.	- Respect – recognising and responding to others’ feelings, sharing, taking turns and caring for people and resources. - Responsibility – managing emotions, following routines and

	• Beginning to manage feelings and behaviour in simple situations. • Taking turns and sharing with support. • Expressing needs and preferences using words.	• Feelings can be recognised, named and expressed in different ways. • Other people may have different thoughts, feelings and perspectives. • Challenges and setbacks are a normal part of learning, and perseverance helps us to develop. • Emotions can be managed using appropriate strategies and support. • Growing independence involves making choices, managing personal needs and asking for help when needed. • Personal hygiene, including handwashing and toileting, helps us to stay healthy. • Physical activity, healthy food, sleep and emotional wellbeing all contribute to keeping our bodies and minds healthy. • Looking after our bodies and minds helps us to feel well and be ready to learn.	• Tidy the areas and resources they have used. Understand and follow routines and rules, including: • Locate, use and return resources appropriately. • Follow expectations for using different areas of the environment. • Follow familiar class routines and rules. Demonstrate good manners and positive social behaviours, including: • Use polite language during snack, lunch and free-choice times. • Help others with familiar tasks. • Praise and encourage peers. Form positive relationships by: • Play and work cooperatively with others. • Show kindness and respect. • Follow agreed class expectations. Manage emotions and behaviour by: • Express feelings appropriately to adults and peers. • Ask for help when needed. • Persevere and have a go before seeking support where appropriate. • Respond appropriately to praise, feedback and consequences. Talk about personal experiences by: • Share information about home and family. • Communicate physical and emotional needs. Take increasing responsibility for self-care by: • Use the toilet independently and wash hands appropriately. • Talk about why a healthy and balanced diet is important. • Try unfamiliar foods and talk about healthy choices.	making positive choices about behaviour and relationships. • Reflection – recognising their own feelings, identity, strengths and achievements, and thinking about how their actions affect others. • Resilience – persevering with challenges, managing setbacks and developing the confidence to participate, express themselves and keep trying.
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PHYSICAL DEVELOPMENT	• 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.	• 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 school.	• Revise and refine fundamental movement skills including rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Move with increasing fluency, control and grace. • Develop overall body strength, coordination, balance and agility. • Use a range of tools competently, safely and with increasing control, including pencils, paintbrushes, scissors and cutlery. • Use core muscle strength to maintain an effective posture when sitting at a table or on the floor. • Combine different movements smoothly and fluently. • Use a range of large and small apparatus safely and confidently, both independently and with others. • Develop and refine ball skills including throwing, catching, kicking, passing, batting and aiming. • Develop increasing precision and accuracy during ball activities. • Develop the foundations for fluent and controlled handwriting. • Manage daily school routines successfully, including lining up, queuing and mealtimes. • Use climbing equipment with increasing control, coordination and safety. • Use a range of mark-making tools with increasing control. • Develop hand and finger strength through fine-motor activities.	• Respect - cooperating with others, taking turns, following rules and encouraging peers during physical activity. • Responsibility - using equipment safely, following instructions and making safe choices for themselves and others. • Reflection - noticing what their body can do, recognising progress and thinking about how to improve a movement or skill. • Resilience - persevering when learning new physical skills, trying again after difficulty and building confidence through practice.
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LITERACY	• 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.	Ready, Steady, Write Scheme: Vehicle Text: The Something Grammar: Word Focus on: • Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) • Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling • Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so Grammar: Sentence Focus on: • Orally rehearse sentences and Word Count the number of words spoken prior to writing • Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. • Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) Teacher model use of the Sentence Accuracy Check Grammar: Text Focus on:	• Hear and identify initial sounds in words. • Segment simple words into sounds for writing. • Use known GPCs to represent sounds in words. • Make phonically plausible attempts at spelling unfamiliar words. • Read and write taught Common Exception Words. • Orally compose and rehearse a sentence before writing. • Count the number of words in a spoken sentence. • Construct simple sentences using a subject and verb, extending to subject-verb-object where appropriate. • Combine words to create labels, captions, lists, phrases and short sentences. • Reread a sentence to check that it makes sense. • Retell familiar stories and events in sequence. • Use newly learned vocabulary when speaking and writing. • Identify and talk about key parts of a simple narrative. • Sequence ideas to create a simple spoken or written narrative. • Draw on familiar stories and experiences when generating ideas for writing. • Form letters correctly and with increasing control.	• Respect – listening to others’ ideas, valuing their work and handling books and writing resources carefully. • Responsibility – staying focused, taking care with writing and beginning to take ownership of completing and improving work. • Reflection – talking about ideas, rereading writing, noticing what has gone well and thinking about what could be added or changed. • Resilience – having a go at unfamiliar letters, sounds and words, persevering when writing is difficult and taking pride in progress.

		- Listen to and talk about stories to build familiarity and understanding - Learn new vocabulary from texts - Support recognition of the four parts of a simple narrative - opening, build up, problem and ending - Begin to retell familiar stories and texts in their words and / or repetition. Grammar: Punctuation Focus on: - Letter formation - Separation of words and spaces Vocabulary: <i>letter, capital letter, word, sentence, full stop, question mark</i>	- Write from left to right and from top to bottom. - Leave spaces between words. - Recognise where one word ends and another begins. - Reread writing to check that words are clearly separated.	
UNDERSTANDING THE WORLD	- 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.	- Families and communities are made up of different people with different roles and relationships. - Familiar people can be described by their roles, characteristics and relationships to us. - Images and objects can give us information about people, places and events from the past. - Characters and historical figures can have similarities and differences. - Maps can represent places and show features of the local environment. - Some places are special or important to individuals and communities. - People have different beliefs, traditions and ways of celebrating special occasions. - Life in different countries can have similarities and differences.	- 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.	- Respect – showing care for people, cultures, living things, resources and the environment. - Responsibility – following rules, using resources carefully and taking an active role in looking after the world around them. - Reflection – observing closely, asking questions, making connections and thinking about what they have discovered. - Resilience – persevering when investigating or problem-solving, trying different ideas and confidently sharing what they have learned.

		• The natural world contains a variety of plants, animals and features that can be observed and described. • Seasonal change affects the natural world. • Autumn brings observable changes to weather, plants and the environment.	• 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.	
EXPRESSIVE ART & DESIGN	• Exploring a range of materials and tools for art and craft. • 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.	• Different materials, tools and techniques can be used to create different artistic effects. • Artists and designers can revisit and develop their ideas over time. • Creative work can be produced individually or collaboratively. • Music can vary in pitch, rhythm, tempo, dynamics and mood. • Music and movement can communicate ideas and feelings. • Songs have patterns of pitch and melody that can be copied and remembered. • Dance and performance can be used to express ideas, emotions and stories. • Stories and experiences can be represented through imaginative play. • Sounds can be created and changed using voices, instruments, objects and body percussion. • Creative choices, such as colour, shape, texture, movement and sound, can be used to express ideas and feelings.	• Observe features carefully and represent them through drawing, painting and collage. • Select and combine materials to represent ideas and experiences. • Explore and compare different textures, materials and artistic techniques. • Use a range of tools and materials with increasing control. • Create and control sounds using body percussion, voices and instruments. • Explore changes in sound, including faster and slower, and louder and quieter. • Copy and create simple rhythms. • Respond to music through movement, mark-making and visual art. • Observe and discuss colour, shape and texture in their own work and the work of others. • Talk about creative choices and explain what they have made. • Develop imaginative ideas through role play, construction and open-ended materials.	• Respect – valuing others’ ideas and creations, taking turns and using materials and instruments carefully. • Responsibility – looking after resources, making appropriate choices and contributing positively to shared creative activities. • Reflection – talking about their creations, explaining choices and thinking about what they like, notice or might change. • Resilience – experimenting with new materials and techniques, persevering with creative challenges and confidently expressing ideas in different ways.