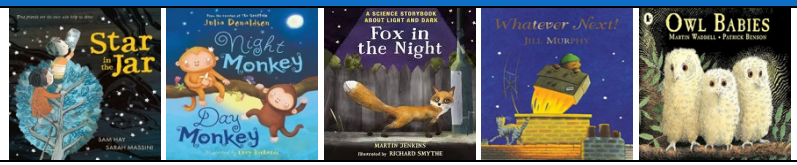
Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Reception	
TERM	Autumn 2	
BIG QUESTION	Day & Night; Light & Dark	
VOCABULARY	Morning: the start of the day. Afternoon: the part of the day after midday. Night: the time when it is dark. Light: something that allows us to see.	Dark: with little or no light. Nocturnal: active at night. Shadow: a dark shape made when an object blocks light. Season: one of the four parts of the year.

VEHICLE TEXT(S)



LEARNING OVERVIEW

This half term we will explore day and night, light and dark, space, seasonal change and celebrations. We will discuss sources of light, including the sun, moon and stars. We will compare daytime and night-time and sequence familiar events and routines throughout the day. We will explore shadows, use torches and investigate how light travels and how objects block light. We will learn about nocturnal animals and how animals adapt to seasonal changes, including hibernation and camouflage. We will investigate ice and do freezing and melting experiments. We will learn about Remembrance Day, Bonfire Night, Diwali, Hannukah and Christmas, including how people celebrate these occasions. We will create red poppies, fireworks pictures, Diya lamps, Rangoli patterns, Christmas cards and tree decorations. We will explore Vincent van Gogh's Starry Night and create our own artwork inspired by it. We will use junk modelling to make rockets, telescopes and planets, and create shadow puppets. We will write lists, make space passports, write postcards from space and invitations to a picnic on the moon. We will measure ingredients using cups to make moon cakes and prepare food for our picnic. We will use our phonics knowledge to write in Christmas cards and for different purposes and we will rehearse songs and words for our Nativity play.

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 & 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)	Little Wandle Letters & Sounds Revised Scheme: Week 1: • /ff/ /ll/ /ss/ /j/ • new tricky words: put, pull, full, as Week 2: • /v/ /w/ /x/ /y/ • new tricky words: and, has, his, her Week 3: • /z/ /zz/ /qu/ • words with s /s/ added at the end (hats sits) ch • new tricky words: go, no, to, into Week 4: • /sh/ /th/ /ng/ /nk/ • new tricky words: she, push, he, of Week 5: • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) • new tricky words: we, me, be	• Children will say the sounds correctly (pronounce each phoneme clearly) • Children will hear the sounds in words (auditory skill) • Children will blend sounds to read a simple word (e.g. “m-a-t” → mat) • Children will segment a word into its individual sounds to write it (e.g. pig → /p/ + /i/ + /g/) • Children will write simple words using the sounds we know (e.g. cat, pig, dog, sat) • Children will read simple decodable texts (books that use only the sounds/tricky words we have learned) • Children will use finger/robot/robot-arm blending (pointing to sound buttons or using fingers under each phoneme) • Children will apply phonics in writing—in our independent writing, children will use the sounds we know and segment to write • Children will self-correct: if something doesn’t make sense, we go back, sound it out again, check tricky word memory • Children will practice tricky words, so they become automatic (no need to sound them out) • Children will review and consolidate previous sounds/tricky words each session • Children will work in small groups / with a teacher to read practice	• 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.

			books and talk about how the words work	
COMMUNICATION & LANGUAGE	• Listening to short stories and instructions. • Following simple instructions and routines. • Using basic vocabulary to express needs and ideas. • Taking turns in conversation and responding to others. • Understanding that words carry meaning. • Recognising that speaking and listening are important for learning and social interactions. • Using familiar words and phrases to describe events, people, and objects.	• Children will understand that words have meaning and can be used to share our ideas, thoughts, and feelings. • Children will understand that listening carefully helps us understand stories, instructions, and information. • Children will understand that questions help us find out more about the world. • Children will understand that stories, poems, and songs can help us learn new words and ideas. • Children will understand that speaking clearly and using new vocabulary helps others understand us.	• Children will listen carefully and follow instructions. • Children will ask and answer questions about stories, events, and things we notice. • Children will use new words and phrases when talking about our experiences. • Children will retell stories in order using our own words. • Children will take turns in conversations and respond to what others say. • Children will describe events, objects, and experiences using sentences and descriptive language. • Children will retell and discuss familiar stories using detail. • Children will describe objects, settings, and events using sensory language. • Children will express opinions and preferences clearly. • Children will use time language to describe and sequence events. • Children will take turns in conversation, listening and responding appropriately. • Children will use talk to share ideas and solve problems in play. • Children will ask questions to find out more. • Children will listen to others' ideas and build on them using connective language ("Yes, and we could also…")	• 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 objects and actions reliably.	• Children will understand that zero represents no objects or an empty set.	• Children will count forwards and backwards, order numbers and	• Respect – listening to others' ideas, taking turns and working fairly with others.

	• Recognising some numbers and quantities. • Sorting and comparing objects by size, shape, or quantity. • Exploring simple patterns and sequences. • Understanding that numbers represent amounts. • Recognising patterns and repeating sequences. • Beginning to compare quantities (more, less, same). • Knowing that shapes have names and properties.	• Children will understand the sequence of numbers and how to count forwards and backwards. • Children will understand that numbers can be ordered and compared. • Children will understand that quantities can be represented using objects, five frames and ten frames. • Children will understand that a quantity remains the same when objects are rearranged. • Children will understand that numbers can be composed and partitioned into smaller parts. • Children will understand number bonds to 5, 7, 8 and 10. • Children will understand that addition combines quantities and that counting on can help find a total. • Children will understand that quantities can be compared using the language of more, fewer and the same. • Children will understand that small quantities can be recognised without counting. • Children will understand that patterns can be recognised, described, extended and created.	identify one fewer than a given number. • Children will represent zero and explore adding and subtracting zero using practical resources. • Children will compare groups of similar and different-sized objects and explain their observations. • Children will use five frames and ten frames to represent, change and compare quantities. • Children will subitise quantities up to 5 using perceptual and conceptual subitising. • Children will partition numbers into different parts and explore number bonds using concrete resources and pictorial representations. • Children will solve simple addition problems by combining groups and counting on. • Children will share objects, identify groups and create simple number stories. • Children will recognise, describe, extend and create patterns. • Children will identify mistakes in patterns and explain how to correct them. • Children will explain their mathematical thinking, make predictions and explore different ways to solve problems.	• 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	• Managing some emotions and beginning to self-regulate. • Taking turns, sharing, and cooperating in play. • Following simple rules and routines. • Building friendships and expressing preferences.	• Children will understand that everyone has feelings and these can change in different situations. • Children will understand that we are all unique with our own likes, dislikes, and strengths. • Children will understand that rules and routines help us feel safe and happy.	• Children will name our feelings and talk about why we feel that way. • Children will manage our emotions when things are tricky or frustrating. • Children will take turns, share, and cooperate with others.	• Respect – recognising and responding to others' feelings, sharing, taking turns and caring for people and resources. • Responsibility – managing emotions, following routines and making positive choices about behaviour and relationships.

	• Understanding their own feelings and those of others. • Recognising the importance of kindness, fairness, and respect. • Appreciating the role of routines and rules in keeping everyone safe and happy.	• Children will understand that our actions can affect others positively or negatively. • Children will understand that being kind and helpful makes friendships stronger.	• Children will follow simple rules and routines independently. • Children will solve simple problems with friends using words. • Children will look after ourselves and our belongings responsibly.	• 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.
PHYSICAL DEVELOPMENT	• Using large muscles to move confidently (running, jumping, climbing). • Developing hand-eye coordination for tasks like throwing, catching, and building. • Beginning to use one-handed tools (scissors, pencils, brushes). • Managing self-care routines like dressing, washing hands, and feeding. • Understanding that exercise keeps the body strong. • Recognising the importance of hygiene and self-care. • Knowing that careful use of tools helps us complete tasks safely.	• Children will understand that our bodies can move in lots of different ways – we can run, jump, hop, skip, and climb. • Children will understand that moving our bodies helps us to grow strong, healthy, and fit. • Children will understand that we need rest, sleep, food, and water to stay healthy. • Children will understand that washing our hands and keeping clean helps stop germs from spreading. • Children will understand that our big muscles help us to run, jump, and climb, and our small muscles help us to draw, cut, and write. • Children will know how to use tools safely, like scissors, pencils, and paintbrushes. • Children will understand that we need to keep safe when moving and playing and make sensible choices. • Children will understand that different weather means we wear different clothes – like coats when it's cold and hats when it's sunny.	• Children will move confidently and safely in different ways, using space carefully. • Children will balance and control our bodies when we move. • Children will use our hands and fingers carefully to cut, draw, build, and write. • Children will hold our pencil correctly and form clear shapes and letters. • Children will look after ourselves by washing, dressing, and keeping clean. • Children will choose healthy foods and know when we need to rest or drink water. • Children will follow safety rules when using equipment inside and outside. • Children will try again when something is tricky and keep practising new skills.	• 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.

LITERACY	• Listening to stories and rhymes. • Recognising some letters and their sounds. • Attempting to write letters or marks to represent words. • Beginning to talk about stories and characters. • Understanding that print carries meaning. • Knowing that letters correspond to sounds. • Recognising familiar words and simple labels in the environment.	Ready, Steady, Write Scheme Vehicle text: • Star in a Jar Grammar: Word • Represent words in print, segmenting using known GPCs to make phonemically plausible attempts at spelling • Secure previous unit high frequency words and teach Common Exception Words: is, I, the, to, into, no, go, so, he, me, we, be, she, was Grammar: Sentence • Orally rehearse sentences and Word Count the number of words spoken prior to writing. • Focus on a simple sentence – Subject, verb object. e.g. I lost a star. • Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) • Teacher model and support correct use of the Sentence Accuracy Check. Grammar: Text • Listen to and talk about stories to build familiarity and understanding. • Learn new vocabulary from texts. • Recognise four parts of a simple narrative – opening, build up, problem and ending. • Retell the story -some as exact repetition and some in own words • including; Once upon a time, Then, So, First, Next, and Finally • Sequence sentences to form short narratives.	Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Retell**: • A Finding Story Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Inform and Describe**: • A Poster to Find a Lost Star Compositional Development: • Children will listen attentively to stories, rhymes and songs, developing their comprehension and enjoyment of books. • Children will develop familiarity with Star in a Jar, discussing characters, events and the problem within the story. • Children will learn and use new vocabulary linked to stars, space, discovery and the story. • Children will recognise that print carries meaning and that spoken words can be represented in writing. • Children will apply taught grapheme/phoneme correspondences (GPCs) when reading and writing. • Children will develop mark-making, letter formation, early spelling and writing for a purpose. • Children will orally rehearse ideas and begin to compose words, captions and simple sentences appropriate to their developmental stage. • Children will explore narrative and information writing through meaningful outcomes linked to the text.	• 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.

		Grammar: Punctuation • Letter formation • Separation of words with spaces • Personal pronoun – I, he *Vocabulary:* *letter, capital letter, word, sentence, full stop, question mark*		
UNDERSTANDING THE WORLD	• Exploring the natural world and noticing changes. • Using simple tools and technology to investigate. • Talking about family, home, and community. • Observing and describing objects, animals, and events. • Understanding that living things and the environment change over time. • Knowing that tools and technology help us find out more. • Recognising similarities and differences in people, animals, and places. • Beginning to understand cause and effect.	• Children will understand that people have different lives, families, and experiences. • Children will understand that we all have routines and special times in our day and year. • Children will understand that the natural world changes with the seasons, weather, light, and temperature. • Children will understand that plants, animals, and materials have different properties and needs. • Children will understand that technology can help us find out information, communicate, and explore ideas safely. • Children will understand that cause and effect means that some things happen because of something else.	• Children will observe and describe changes in the world around us. • Children will ask questions and explore answers using what we see, hear, and do. • Children will use simple tools and technology safely (e.g., computers, tablets, magnifying glasses). • Children will sort, compare, and group objects, materials, and living things. • Children will talk about similarities and differences in people, animals, and places. • Children will investigate simple problems and explain what we discover.	• 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.
EXPRESSIVE ART & DESIGN	• Using paint, crayons, and other materials to make marks and simple creations. • Exploring rhythm, movement, and sound. • Engaging in imaginative and pretend play. • Experimenting with mixing colours or making patterns. • Understanding that art and music can express ideas, feelings, and stories.	• Children will understand that we can use different materials, tools, and techniques to make art. • Children will understand that lines, shapes, colours, textures, and patterns can be used to show ideas and feelings. • Children will understand that music and movement can express different moods, stories, and emotions.	• Children will use pencils, paint, scissors, glue, and other tools safely. • Children will mix colours, make patterns, and create different textures in our artwork. • Children will explore and perform with music and movement, following rhythm and beat. • Children will take part in role play, pretending to be different characters or acting out stories	• 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

	• Knowing that different materials and tools can create different effects. • Appreciating that imagination can be used to explore real and pretend situations.	• Children will understand that role play and pretend play help us tell stories and explore ideas. • Children will understand that our imagination and creativity can help us solve problems and make new things.	• Children will plan and make choices about what materials and tools to use. • Children will talk about our creations and explain what we have made and why.	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.