The Stoke Poges School
Autumn 1 Medium Term Plan

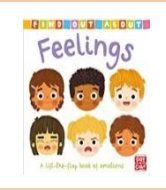
# Autumn 1- Marvellous Me

**Themes/Interests / Lines of Enquiry**

SPS School Values

Family

Feelings




Dot Day

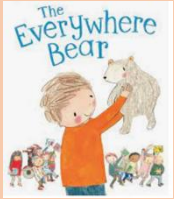
15th September

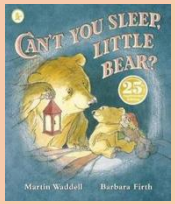
Mental Health Day

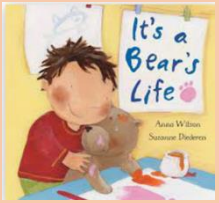
10th October

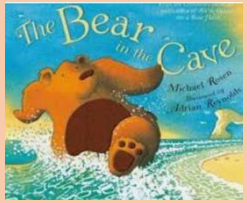
**Suggested Texts**

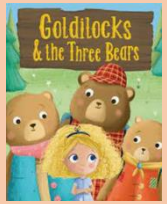
Baseline and Transition Themed Books

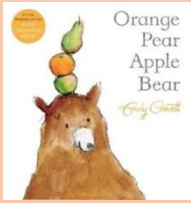




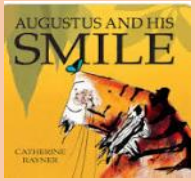


Autumn 1 Literacy texts



+ Daily songs & nursery rhymes from 'The Poetry Basket'.

Songs-

- In the Autumn
- Dingle dangle scarecrow
- Hello/goodbye song

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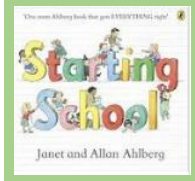
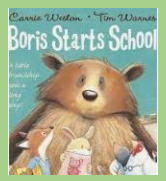
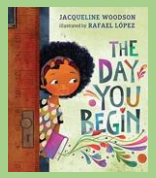
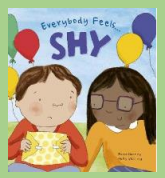
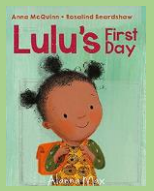
| Area of learning | Knowledge and Skills (Know how, know that, know the) | Revisit/ongoing throughout the year |
|---|---|---|
| **Communication and Language** | **Listening:**<br>Listen to others 1:1, in small groups and whole class.<br>Enjoy listening to stories and can remember what happens.<br>Listen carefully to rhymes and songs, paying attention to how they sound.<br>Know how to listen carefully and why listening is important.<br>**Attention:**<br>Maintain attention in whole class and small group contexts for a short time.<br>May find it difficult to pay attention to more than one thing at a time.<br>**Respond:**<br>Engage in story times.<br>Join in with repeated refrains and anticipate key events and phases in stories or rhymes.<br>Know how to respond appropriately when asked e.g., 'chime = freeze & show me 5' (whole school rule)<br>**Understanding:**<br>Know how to follow 1 step instructions e.g., put bookbag in locker.<br>**Speaking:**<br>Use sentences of 4-6 words.<br>Know a repertoire of songs e.g., nursery rhymes or numbers of songs.<br>Know some social phrases e.g., 'Good Morning! | Learn new vocabulary.<br>Use new vocabulary in different contexts.<br>Use new vocabulary through the day in discussions and conversations.<br>Learn new rhymes, poems, and songs.<br>Listen to and talk about stories to build familiarity and understanding.<br>Use talk to organise themselves and their play. |
| **Personal, Social and Emotional Development** |      |

**Express feelings:**
Know that all feelings are ok. Know how to recognise own feelings, talk about feelings using words like 'happy', 'sad', 'angry'.
Begin to understand how others might be feeling.
Know they can rely on their teachers, friends, and 'buddy' for support if they are worried.

**Manage behaviour:**
Can inhibit own actions, welcome distractions when upset.
Know the behavioural expectations of the Reception classrooms and school.
Know that following rules is important.

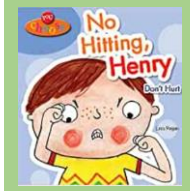
**Self-awareness:**
Know what they like and do not like.
Know that there are rules in the classroom to follow and expectations for behaviour.

**Independence:**
Know how to organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board.
Know how to manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.

**Collaboration:**
Know that if work together to keep the class rules and earn positive rewards.

**Social skills:**
Know how to engage in positive interactions with adults and peers.
Play with one or more children, extending and elaborating play ideas.

***JIGSAW lessons – Being Me in My World:***
Covering Self-Identity, Understanding Feelings, being in a classroom, being gentle, rights and responsibilities.
Books used –



Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

Introduction of zones of regulation – 2 zones.

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| **Physical Development** | Know the routines of the school day: lining up and queuing, mealtimes, personal hygiene, carpet spots.<br><br>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. | |
| | **GET SET 4 PE**<br>**Introduction to PE**<br>Physical- Moving safely, running, jumping, throwing, catching, following a path<br>Social- Sharing and Leadership<br>Emotional- Perseverance and confidence<br>Thinking- Decision making and selecting and applying actions | Continue to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. |
| **Literacy** | **COMPREHENSION**<br>Listen and enjoy sharing a range of books.<br>Know how to hold a book correctly, handle with care.<br>Know that a book has a beginning, an end.<br>Know how to hold the book the right way up and turn some pages appropriately.<br>Know that text in English is read top to bottom and left to right.<br>Know the difference between text and illustrations.<br>Know how to recognise some familiar words in print, e.g., own name or advertising logos.<br>Know that illustrations help to understand what is happening in a story.<br>Know familiar rhymes, stories or poems and complete a repeated refrain. | Enjoy joining in with rhyme, songs, and poems. |
| | **WORD READING**<br>Hear general sound discrimination and be able to orally blend and segment. | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. |
| | **WRITING**<br>**Emergent writing:**<br>Know that writing communicates meaning.<br>Know that marks can have meaning.<br>Know how to write their name by copying it from a name card or try to write it from memory.<br>**Composition:** | Develop listening and speaking skills in a range of contexts. |

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| | Know that ideas for stories can be written down.<br>Use talk to link ideas, clarify thinking and feelings.<br>**Spelling:**<br>Know how to orally segment sounds in simple words.<br>Know how to write their name copying it from a name card or try to write it from memory.<br>**Handwriting:**<br>Know that print carries meaning and in English, is read from left to right and top to bottom.<br>Know how to draw lines and circles. | |
| **Phonics** | **Set 1 Sounds**<br>Know how to identify general sound discrimination, identify rhythm, rhyme, alliteration and know how to orally blend and segment simple words. | Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting throughout the year. |
| **Mathematics** | Baseline – 3 weeks<br>Opportunity to settle in, intro the areas of provision inside and outside and get to know the children's mathematical knowledge through play, intro key times of day, class routines, where do things belong?<br><br>Carry out statutory baseline maths assessment. | |
| | **Coverage- NCETM number blocks used** | **Ongoing Guidance** |
| | **Count objects**<br>Counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers | Encourage chn to put objects into a line so they have a clear start and end point, actions, and sounds. |
| | **Subitise – perceptual subitizing** | Start by subitising and counting objects that are identical before moving on to slight differences e.g., size/colour, 5 frames can be used to support chn to subitise and compare numbers within 5. |
| | **Matching and Sorting into groups** same/different, colour, size, shape. | Show collections of objects can be sorted into sets based on attributes such as colour, size, or shape. Understand the same collection can be sorted in different ways, discover own criteria.<br><br>Lining up time sorting – if you like carrots line up, if you have a sister line up |
| | **Comparing amounts** – equal, more than, fewer than. | Understand when making comparisons a set can have more items, fewer items or the same as another set. It is easier to make comparisons when the difference between sets is greater |

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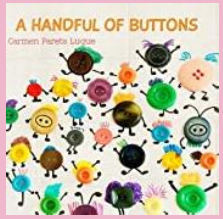
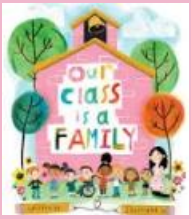
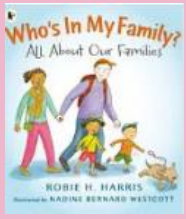
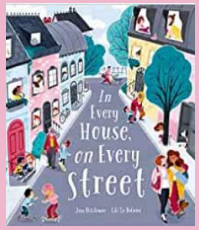
| | **Comparing size, mass & capacity** – big/little, large/small, short/tall, tallest/shortest. | Specific language introduced such as tall, short, and long. Encourage using specific vocab to describe what they notice |
| | **Exploring pattern** - making simple patterns, odd one out, exploring more complex patterns. | Copy, continue and create own simple repeating patterns. Provide patterns with at least 3 full units of repeat. Say the pattern aloud to help to identify the part which repeats and supports to continue. AB patterns in a range of contexts e.g., shapes, size, actions, sounds. Build patterns vertically and horizontally. |
| **Understanding the World** |         | |

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|---|---|---|
| | **Chronology:**<br>Know the members of their immediate family and the relationship to them, name and describe people who are familiar to them.<br><br>**Enquiry:**<br>Know that you can find out information from different sources e.g., internet, books.<br><br>**Respect:**<br>Know and talk about the special things in their own lives. Know how to respect and take care of school resources.<br>Know how to show respect and care for the natural environment and all living things.<br><br>**Mapping:**<br>Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, Augustus story map, seating maps, nature area map.<br>Know common signs and logos.<br><br>**Communication:**<br>Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside. | |
| **Expressive Arts and Design** | Mark Making/Drawing:<br>Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning. Create a self-portrait.<br><br>Colour:<br>Know the names of light colours and dark colours.<br>Know how colours can be changed using light and dark colours.<br><br>Painting:<br>Know how to mix primary colours to make secondary colours.<br>Know how to collaborate with others to create artwork. | Ongoing<br><br>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.<br><br>Take part in simple, pretend play often based on familiar experiences, e.g., making dinner.<br><br>Uses available resources to create props or creates imaginary ones to support play.<br><br>Develop storylines through small-world or role-play |

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| | Printing:<br>Know how to print using hands, feet, and fingers.<br><br>Materials:<br>Know that materials can feel different. Know some words to describe materials.<br><br>Cutting Skills:<br>Know how to safely pass scissors to another person.<br>Know how to use scissors to make snips in paper.<br>Know how to make the flange and treasurey tag join.<br><br><u>Songs and Rhyme Knowledge</u><br><br>Poetry Basket:<br>Know the following rhymes –<br>Chop, Chop<br>Wise Old Owl<br>Falling Apples<br>A Basket of Apple<br>Leaves are Falling<br>Breezy Weather<br><br>**Nursey Rhymes:**<br>Pat-a-cake<br>1, 2, 3, 4, 5, Once I Caught a Fish Alive<br>This Old Man<br>Five Little Ducks<br>Name Song<br>Things For Fingers | |

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Our curricular goals highlight all the things that we want children to know, experience and be able to do as a result of their time in Reception. Much of the time the children will guide their own learning but we are mindful of the outcomes we want our children to reach, and guide our children towards them.

## COMMUNICATION & LANGUAGE

**ASK** a relevant question, make a relevant comment
**CONVERSE** in a back and forth exchange with friends and
teachers
**EXPRESS** ideas and feelings with confidence

## PERSONAL, SOCIAL & EMOTIONAL

Show **EMPATHY** to others

Show **DETERMINATION** to complete a goal

Show **RESILIENCE** in the face of challenges

Show **CURIOSITY** about the world around them

## PHYSICAL DEVELOPMENT

**USE** cutlery with confidence

**HOLD** a pencil effectively

**RIDE** a two wheeled bike

## LITERACY

**RETELL** a story through play
**READ** simple sentences and books containing phase 2 and phase 3 sounds
**WRITE** simple phrases and sentences that can be read by others

## MATHEMATICS

**UNDERSTAND** in depth numbers to 10, including number bonds
**RECOGNISE** the pattern of the counting system
**COMPARE** quantities in different contexts

## UNDERSTANDING THE WORLD

**KNOW** their own family tree
**CARE** for a animal
**APPRECIATE** different religious and cultural communities in their own hometown, and around the world
**UNDERSTAND** how to read a simple map

## EXPRESSIVE ARTS & DESIGN

**CREATE** a painting through musical inspiration.
**PERFORM** a story, song, poem or rhyme to an audience