


Longridge C of E School Planning

	Reception Foundation Stage Medium Term Planning Autumn Term 1 - 2023						
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
	Who Are We?						
Key Question	Who?						
Visits / Visitors / Special Events	INDUCTION	BASELINE ASSESSMENT Reading Books	BASELINE ASSESSMENT	BASELINE ASSESSMENT	BASELINE ASSESSMENT		
CL Focus Objectives	<p><u>Listening, Attention and Understanding:</u> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p><u>Speaking:</u> Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>						
Story Books	Main Texts: All Are Welcome The Colour Monster	Other Texts (Story Time): ORT Pink and Plum Level (At school, The Lost Teddy, The Library, The Haircut, Look Out! Getting Up) Starting School Nursery Rhyme Time Starting School Lucy and Tom go to School I am Absolutely Too Small for School, First Day at Bug School Whatever Next By Jill Murphy					
CL (Prime)	Talk about ourselves. Share our news/Discuss changes Discuss 'Golden Rules' for our classroom. Read ' All Are Welcome'	Introduce Learnosaurs- review skills we use to learn in our classroom.	Treasure basket with different items of seasonal clothing – gloves, shorts, raincoat etc. Discuss contents and	Read story together. Identify beginning/middle/end of the story. Magic Moments	Reflect on the new friends we have made in our class. Link to our golden rules.	Read story together. Talk about the different characters in the story.	

	Discuss Rules and routines of the classroom/outdoor area and school. British Values SMSC	Outdoor British Values	relate to weather/seasons. Outdoor SMSC Magic Moments		British Values SMSC Magic Moments		
PD Focus Objectives	<p><u>Gross Motor Skills</u> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p><u>Fine Motor Skills:</u> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.</p>						
Physical Development (Prime)	<p>Fine Motor Control- Pencil grip/control Gross Motor Control- Scooters, Circuit Training (Main Playground) Wake Up Shake Up and Dough Disco</p>						
PSED Focus Objectives	<p><u>Self-Regulation:</u> Develop their sense of responsibility and membership of a community. Develop appropriate ways of being</p> <p><u>Managing Self:</u> Show more confidence in new social situations Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p><u>Building Relationships:</u> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting.</p>						
PSED (Prime)	<p>Talking about our differences – things that we like/dislike knowing that we are all different but we are all special British Values SMSC Talking about our families- Sharing family photos and talking about each member of our family Talking about our favourite activities in the classroom- Introduce ‘Learnosaurus’ and talk about the different ways we learn- Link to Characteristics of Effective Learning. Describing ourselves in positive terms and talking about our own abilities. SMSC Circle time – discuss Golden rules. Rules and routines for the classroom, number of chn playing in each area etc British Values SMSC Working on group activities – get to know our table groups/House Teams Introduce Growth Mindset</p>						

Jigsaw	See Plans for weekly focus.							
Literacy Focus Objectives	<p>Comprehension: Understand the five key concepts about print: print has meaning print can have different purposes</p> <p>Word Reading: Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother</p> <p>Writing: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>							
Literacy (Specific)	<p>ORT 'At School'.</p> <p>Where are we?</p> <p>Talk about characters in the story.</p> <p><i>Indep. Writing - Various Pencil Control Activities</i></p>	<p>All Are Welcome</p> <p>Who are your friends?</p> <p>Name writing- Assessment</p> <p>Start 1:1 reading- In Class</p> <p><i>Independent Writing - Various Pencil Control Activities</i></p>	<p>All Are Welcome</p> <p>What do we like to do at school?</p> <p>Name Writing/ 'I am' Speech Bubbles</p> <p>Start 1:1 reading-In Class</p> <p><i>Independent Writing- Pencil Control</i></p>	<p>The Colour Monster</p> <p>Will we always be small, what will we be when we grow up?</p> <p>Name Writing- 'I am' Speech Bubbles</p> <p>1:1 reading</p> <p><i>Independent Writing- Write a story about Rosie's Hat</i></p>	<p>The Colour Monster</p> <p>Where do we like to visit?</p> <p>Name Writing- 'I am' Speech Bubbles</p> <p>1:1 reading</p> <p><i>Independent Writing- What can you see in the picture?</i></p>	<p>Owl Babies</p> <p>Is everyone the same?</p> <p>Mark Making in Continuous Provision</p> <p>1:1 reading</p> <p><i>Independent Writing – Lists and labels Name writing</i></p>	<p>Owl Babies</p> <p>What is special about our world?</p> <p><i>Independent Writing – Lists and Labels Name writing</i></p>	
Phonics	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1/2	Phase 2	Phase 2	
Handwriting	Introduce Dough Disco	Introduce Dough Disco	Dough Disco	Dough Disco	Dough Disco	Dough Disco	Dough Disco	Dough Disco
		Name Writing/Pencil Grip Assessment	Introduce Using White Boards, Focus	Introduce Using White Boards,	Use White Boards, Begin Practising for 's'.	Use White Boards, Begin	Use White Boards, Begin Practising for 't'	Use White Boards,

	Name Writing/ Pencil Grip Assessment		on Pen Control. Name Writing-focus on correct letter formation.	Focus on Pen Control Name Writing-focus on correct letter formation.	Name Writing-focus on correct letter formation.	Practising for 'a'. Name Writing-focus on correct letter formation	Name Writing-focus on correct letter formation	Begin Practising for 'p' Name Writing-focus on correct letter formation
Mathematics Focus Objectives	<p><u>Number:</u> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p><u>Numerical Patterns:</u> Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.</p> <p><u>SSM:</u> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity.</p>							
White Rose Maths	GETTING TO KNOW YOU			JUST LIKE ME			CONSOLIDATION	
Mathematics (Specific)	Measurement – (Time) Settling in, Timing of the Day, Positional Language, Routines.	Number - Number Assessment, Counting and Recognising Numbers	Number - Number Assessment, Counting and Recognising Numbers	Number - Counting and Ordering	Number - Counting and Ordering	Shape - 2D Shapes	Space - Pattern-Making	Number - Estimate/Count
UtW Focus Objectives	<p><u>Past and Present:</u> Begin to make sense of their own life-story and family's history.</p> <p><u>People, Culture and Communities:</u> Show interest in different occupations.</p>							

	<p>Continue developing positive attitudes about the differences between people.</p> <p><u>The Natural World:</u></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p>							
UtW (Specific)	Introducing Myself-talk about interests, talents and abilities	We are all special- Share 'Magic Moments' and celebrate news. Similarities/differences to others.	Who helps us? Think about all the people who work in our school- what do they do to help us? 2Simple- Draw someone who helps us? SMSC	Looking for signs of Autumn outdoors. Taking photos, making sketches. Outdoor SMSC	Science investigation- Magnets- Which materials are attracted? SMSC	Computing	<i>Planting Bulbs in our outdoor area</i> Inside a pumpkin Outdoor	
RE-LG	Are we all special? To discuss how we are all different and specially made by God.	What is unique to me? To write our special name we have been given and draw ourselves.	I am special To think about difference and order sentences.	My handprint To look at our special hands and how God made us different.	Elmer the Elephant To read and discuss the story of Elmer the patchwork Elephant and create your own special Elephant.	<i>Harvest What is Harvest Festival and what happens? Create our own Harvest basket.</i>	To think about thanking God at Harvest and to create our own Harvest prayer.	To create our own 'Harvest field' and to express why we are thankful for the food we eat.
EAD Focus Objectives	<p><u>Creating with Materials:</u></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>							

	Being Imaginative and Expressive:							
EAD (Specific)	Painting Portrait Pictures SMSC Creating Face for 'House Team' Train	Painting Portrait Pictures SMSC	Complete: Painting Portrait Pictures Cutting skills SMSC	Autumn Leaves pictures for display-colour mixing Paint blowing Outdoor SMSC	Initial letter of name- Collage	Large Scale Construction Outside Hook a Duck	Role Play Dark Den Glitter	
Provocations for Learning		Mirror- What do we look like? SMSC	Look at examples of different portrait paintings. SMSC	Natural items- Pinecone, conker, Autumn leaves etc What do we know about Autumn? Outdoor	Natural Items- Cont'd			