



Medium Term Plan – Autumn Term

Year R	Term/Topic: Autumn/ Me and my community & Stories
Subject	Key end points in learning
Literacy – Word Reading/ Comprehension	<p>Reads some meaningful key words and can orally segment and blend words.</p> <p>Beginning to link graphemes and phonemes</p> <p>Links phonemes to every letter of the alphabet and beginning to blend them in words.</p> <p>Reads HFW from Phase 2 letters and sounds</p> <p>Shows an interest in reading often choosing a book to look at themselves or with friends</p> <p>Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.</p>
Literacy - Writing	<p>Pupils have the confidence to mark make using their physical skills to increase control over tools and equipment.</p> <p>They mark make as part of their play.</p> <p>Pupils mark make consistently as part of their play and can talk about the meaning of their marks.</p>
Maths – number & numerical pattern (SSM)	<p>Mastering Number</p> <p>Numbers 0- 4 (4 weeks)</p> <p><u>Subitising</u></p> <p>Subitising within 3.</p> <p>Subitise objects and sounds</p> <p><u>Counting, ordinality and cardinality</u></p> <p>Focus on counting skills</p> <p><u>Composition</u></p> <p>Explore how all numbers are made up of 1's.</p> <p>Focus on composition of 3 and 4.</p> <p><u>SSM</u></p> <p>Repeating patterns</p> <p>2D shape introduction</p> <p>ABAB Patterns</p> <p>2D/3D shapes in the environment</p> <p>Numbers 0- 5 (5 weeks)</p> <p><u>Counting, ordinality and cardinality</u></p> <p>Focus on counting skills</p> <p>Focus on the 'five- ness of 5' using one hand and the die pattern for 5.</p> <p><u>Composition</u></p> <p>Explore the concept of 'whole' and 'part'.</p> <p>Focus on the composition of 3, 4 and 5.</p> <p><u>Comparison</u></p> <p>Comparison of sets 'just by looking' and progressing to matching.</p> <p>Use the language of comparison: more than and fewer than, an equal number.</p> <p><u>SSM</u></p> <p>Review 3D shapes and spotting 2D shapes within 3D shapes</p> <p>Length- Vocabulary introduction</p> <p>Comparing length</p> <p>Weight- Vocabulary introduction</p> <p>Comparing weight</p> <p>ABAB repeating pattern review and ABC Pattern introduction</p>



UTW – the natural world	<p>Shows curiosity in the environment around them inside and outdoors.</p> <p>Comments on unknown objects, based on their own exploration.</p> <p>Says what they can hear, see, and feel whilst outside.</p> <p>An immediate change, feeling the wind pick up, getting sunny.</p> <p>Observes and talks about the changes in nature they notice.</p>
Computing	<p>Photography</p> <p>I can talk about what photos show.</p> <p>I can take photos using a digital device.</p> <p>Safety and Privacy</p> <p>I know who can help me when I am feeling worried.</p> <p>I can choose activities in my free time that help me to be healthy.</p> <p>I can show that I understand how to be kind to others.</p>
UTW – people, culture and communities	<p>Talks about their home and the places they go to in their immediate environment.</p> <p>Knows that some places are far away, and we cannot walk there.</p> <p>Creates different play environments -beach, city, forest, etc., in small-world play with support, naming their features; trees, river, mountains etc.</p> <p>Makes observations of landscapes in photos, books, and videos.</p>
UTW – past and present	<p>Talks about their immediate family.</p> <p>Understands the generational relationships in a basic family tree including their siblings, mum, dad, and grandparents.</p> <p>Knows people in the school environment and their roles: Head Teacher, site manager, office manager, school cook.</p> <p>Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport.</p> <p>Understands that not everyone celebrates the same celebrations, but what how we celebrate are similar.</p> <p>Uses the environment (visual timetables) to sequence and discuss the day's structure using vocabulary – now, next.</p> <p>Knows the names of the days of the week and their order.</p> <p>Remembers and talks about significant events in their own experiences.</p> <p>Understands their birthday celebrates the day that they were born.</p> <p>Knows when their birthday is (home project).</p> <p>Takes an interest in and comments on unknown objects, exploring their; textures, mass, moving parts etc. (Guided through hypothesising function.)</p>
EAD – BI&E, CWM	<p>Art</p> <p>I know some different tools to use when painting</p> <p>I know the names of colours</p> <p>I can mix some colours</p> <p>I develop my own ideas and then decide which materials to use to bring my ideas to life</p> <p>I can join some materials together</p> <p>I can join materials together in different ways e.g. sellotape, glue etc.</p> <p>I can select materials for a purpose and explain my choices</p> <p>I know how to select colours for a purpose and mix them appropriately</p> <p>I can add finer details to my drawings</p> <p>I can work alongside my peers on models, or art work sharing resources cooperatively</p> <p>D&T</p>



	<p>I can share my ideas. I can develop my ideas and decide which materials to use. I can create closed shapes and use these shapes to create objects</p> <p>Music</p> <p>To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. To sing or rap nursery rhymes and simple songs from memory. Songs have sections. A performance is sharing music</p>
RE	<p>Being special: where do we belong?</p> <p>I can talk about things that are special to me and why they value these things. I will learn about key religious symbols for Christians, Muslims and Hindus. I will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. I will find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. I will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.</p> <p>Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?)</p> <p>I can retell the key events from the Christian Christmas story. I can tell you about the term incarnation (God come to earth as a human and as God). I will learn about the Christian belief that this happened in Jesus. I will learn about who Christians believe first visited Jesus in the stable and why. I will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old. I will understand that some stories change over time and that it is important for believers to return to and study the original text. I can tell you that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate.</p>
P.E (PD)	<p>Real PE (unit 1) Personal</p> <p>Coordination: Footwork</p> <p>I can explore and experiment moving in different ways e.g. how to march, run and bounce on the spot on one and both legs. I can move forwards, backwards and sideways in different ways (driving arms forwards and backwards).</p> <p>Static Balance: One Leg</p> <p>I can explore how to balance on one leg.</p>
PSED	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions. Being read to during whole-class discussions and small-group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversations when engaged back-and-forth exchanges with their teachers and peers. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>



	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge</p> <p>Explain the reasons of rules, know right from wrong and try to behave accordingly,</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive relationships to adults and friendships with peers</p> <p>Show sensitivity to their own needs and those of others.</p> <p>Know some differences and similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some difference and similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate- maps.</p>
CLL	<p>Know and understand how to listen carefully and why listening is important.</p> <p>Know and talk about the school rules and how they help to keep us safe.</p> <p>Engage in story times.</p> <p>Join in with familiar stories and rhymes.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussion and small group interactions.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Developing social phrases and engage in story times.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Use the new vocabulary taught in discussions and play.</p>