

Autumn 1 2023 Reception Medium Term Overview of Planned Experiences- Knowing Me, Knowing You.



		Week 2/3	Week 4	Week 5	Week 6	Week 7	Week 8
	DATE w/c	04.09.23/ 11.09.23 Baseline Assessments	18.09.23 Baseline Assessments	25.09.23 European Day of Languages	02.10.23	09. 10.23	16.10.23
PRIME AREAS OF LEARNING	Personal, Social & Emotional Development	Value: Honesty See themselves as a valuable individual. Settling into school, new classroom and surroundings. Separating with main carer. Discuss and set up classroom rules and routines. Take pictures of children carrying out rules. Model appropriate play and behaviour. *Classroom experts! (Game in groups finding different objects/areas of the classroom) Can I talk about my family and the things I like to do with them? Can I take turns and share with others? Can I try fruits and vegetables I haven’t tasted before?		Value: Honesty See themselves as a valuable individual. Re-visit classroom routines and rules. Tidy up Games. Modelling play, sharing toys. Respecting resources and tidying things away carefully.	Value: Honesty Manage their own needs. Identifying when they do and don’t need help. Encouragement of turn-taking and sharing through continuous provision. Activities that require collaboration – ring games. Modelling play, sharing toys. Respecting resources and tidying things away carefully.	Value: Honesty Build constructive and respectful relationships. Think about the perspectives of others. Encouragement of turn-taking and sharing through continuous provision. Activities that require collaboration – ring games. Modelling play, sharing toys. Respecting resources and tidying things away carefully.	Value: Honesty Show resilience and perseverance in the face of challenge. Express their feelings and consider the feelings of others. Can I begin to follow classroom routines and the rules of the school? Can I respect the resources in the school? Can I say the names of the children in the class? Can I talk about my family and the things I like to do with them?
	Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Use new vocabulary through the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

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	Physical Development	<p>Introduce: Jump Start Jonny</p> <p>Opportunities to develop fine motor skills – tweezers, playdough</p> <p>Pencil grip opportunities Changing for PE</p> <p>Busy fingers</p> <p>Further develop the skills they need to manage the school day successfully.</p>		<p>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.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>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,</p>	<p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>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,</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
SPECIFIC AREAS OF LEARNING	Literacy	<p>Poetry Basket: Chop Chop Wk 3 Start Reading Skills: Owl Babies</p> <p>Phonics starts on 11th September.</p> <p>Read books related to beginning school and PSED: Making Friends, Following Rules, Being Responsible, Being Honest.</p>	<p>Reading Skills: Owl Babies</p> <p>Talk4Writing: Owl Babies</p> <p>Poetry Basket: Chop Chop</p> <p>Equality and Diversity Grandads Camper</p> <p>Read books related to beginning school and PSED: Making Friends, Following Rules, Being Responsible, Being Honest.</p>	<p>Reading Skills: Goodnight Moon</p> <p>Talk4Writing: Owl Babies</p> <p>Poetry Basket: Five Little Pumpkins</p> <p>Equality and Diversity Love Makes a Family</p>	<p>Reading Skills: And Tango Makes Three</p> <p>Talk4Writing: Owl Babies</p> <p>Poetry Basket: Five Little Pumpkins</p> <p>Equality and Diversity My Hair</p>	<p>Reading Skills: Shhhh</p> <p>Talk4Writing: Owl Babies</p> <p>Poetry Basket: Who Has Seen the Wind?</p> <p>Equality and Diversity Ruby's Worries</p>	<p>Reading Skills: Shhhh</p> <p>Talk4Writing: Owl Babies</p> <p>Poetry Basket: Who Has Seen the Wind?</p> <p>Diwali</p>
	Mathematics	<p>Baseline. White Rose Maths: Getting to Know You.</p> <p>Number songs and rhymes. Explore key times of days, timetables and routines.</p>	<p>Baseline. White Rose Maths: Getting to Know You.</p> <p>Number songs and rhymes Explore key times of days, timetables and routines.</p>	<p>White Rose Maths: Getting to Know You.</p>	<p>White Rose Maths: Just Like Me Match and Sort Compare Amounts Compare Size, Mass and Capacity Exploring Pattern</p>	<p>White Rose Maths: Just Like Me Compare Amounts Compare Size, Mass and Capacity Exploring Pattern</p>	<p>White Rose Maths: Just Like Me Compare Amounts Compare Size, Mass and Capacity Exploring Pattern</p>

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	<p>Understanding the world</p>	<p>Comment on images of familiar situations in the past.</p> <p>Talk about members of their immediate family and community.</p>	<p>E-safety – Hector’s World – keeping your personal information safe</p> <p>Name and describe people who are familiar to them. Sharing photos about their families and talking about them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Link to European Day of Languages.</p> <p>TAPESTRY OBS TO SHARE KEY WORDS FROM HOME LANGUAGE</p> <p>Each day learn some words from some of the other languages spoken in class. Invite parents in to talk about their culture.</p> <p>Talk about special places to their family- what makes them special to them.</p> <p>Invite parents in to talk about their culture.</p>	<p>Understand that some places are special to members of their community.</p>	<p>Explore the natural world around them.</p> <p>Nature walk around the community to look for signs of Autumn. Draw and label pictures. To describe where I’m from/where I live; to map my route to school, to use maps to locate places of relevance to me. Walk to come of the children’s houses- can they lead you there using directions.</p> <p>Vocabulary: route, journey, map</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Invite parents in to talk about their celebrations.</p>
	<p>Key family celebrations</p>						

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	<p>Expressive arts and design</p>	<p>Develop storylines in their pretend play. (all year) Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Songs about our body – head, shoulders, knees and toes</p> <p>Role Play – Home Corner</p> <p>Discussions on how to use the ‘messy area’. How do we construct models? Where do we access materials? What do we do after we have finished?</p> <p>Charanga Music- Me!</p>	<p>Develop storylines in their pretend play. (all year) Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Discussions on how to use the ‘messy area’. How do we construct models? Where do we access materials? What do we do after we have finished?</p> <p>Charanga Music- Me!</p>	<p>Develop storylines in their pretend play. (all year) Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Free exploration of</p> <p>Can I explore different colours, media, textures in the malleable and creative areas?</p> <p>Can I act out situations/stories in the role play area and using small world scenes?</p> <p>Charanga Music- Me!</p> <p>Role Play – Café? Harvest?</p>	<p>Develop storylines in their pretend play. (all year) Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Charanga Music- Me!</p>	<p>Develop storylines in their pretend play. (all year) Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Charanga Music- Me!</p>
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