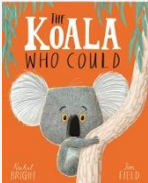
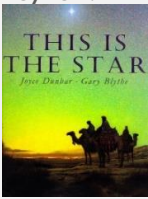




Roe Green Infant School
AUTUMN MEDIUM TERM PLANNING 2026/27
RECEPTION – Amazing Me!



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
ENGLISH		Children in half days and baseline to be completed	Children in half days and baseline to be completed	Key Text: 					Key Text: 			Key Text: 			
		Going through school rules	Going through school rules	Activity: Draw and name your colour Monster Skill: Articulate their ideas and thoughts in well-formed sentences. (Reception)	Activity: To describe how the colour monster is feeling. Skill: Develop their use of clear, well-formed sentences to talk about their ideas. (Reception)	Activity: Making predictions from the story cover. Skill: Develop their use of clear, well-formed sentences to talk about their ideas. (Reception)	Activity: Drawing a picture of Kevin, talking about him and annotating the picture with a description. Skill: 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. (Reception)	Activity: Use the question hand to ask and answer questions about Koalas. Skill: Articulate their ideas and thoughts in well-formed sentences. (Reception) Ask questions to find out more and to check they understand what has been said to them (Reception)	Activity: Discuss why they have two boxes. What do you think they might do with them? Repetition of 'Sometimes they are...' encourage different characters the children could be and record in books. Drama activity to recap the story. skill: Describe events in some detail. (Reception) Ask questions to find out more and to check they understand what has been said to them (Reception)	Activity: Children to design their own box creation and label it. Skill: Write some letters accurately. (3-4 year olds)	Activity: Children to evaluate their box creations. Skill: Articulate their ideas and thoughts in well-formed sentences. (Reception)	Activity: Discuss the similarities between the book, This is the Star, and the play script, Mary's Knitting. Children to annotate a picture of Mary knitting. Skill: Articulate their ideas and thoughts in well-formed sentences. (Reception) Write some letters accurately. (3-4 year olds)	Activity: Story map of the Christmas story based on 'This is the star'. Skill: Describe events in some detail. (Reception)	Activity: Talking about what we can see, hear, smell and feel from the cover. Vocabulary hunt – looking for words that describe the cold. Write a list of presents we would give to someone special. Skill: Ask questions to find out more and to check they understand what has been said to them (Reception)	Activity: Character description He was and ... Robin Red Vest was ... and Skill: Build constructive and respectful relationships. (Reception) See themselves as a valuable individual. (Reception)
		Recording initial mark making.	Recording initial mark making.	Handwriting: Finger gym activities building up the children's fine motor skills Baseline Assessments	Handwriting: Finger gym activities building up the children's fine motor skills <i>Making large scale patterns</i>	Handwriting: Finger gym activities building up the children's fine motor skills <i>Making large scale patterns</i>	Handwriting: Children learning the correct pencil grip – tracing Patterns	Handwriting: Children learning the correct pencil grip – c and a	Handwriting: Children learning to write their name c and a	Handwriting: Children learning to write their name d and g	Handwriting: Nelson Handwriting-Developing Skills (Blue Level) Letters: q and o	Handwriting: Nelson Handwriting-Developing Skills (Blue Level) Letters: e	Handwriting: Nelson Handwriting-Developing Skills (Blue Level) Letters: s and f	Handwriting: Nelson Handwriting-Developing Skills (Blue Level) Letters: i	Handwriting: Nelson Handwriting-Developing Skills (Blue Level) Practise all letters learnt so far
				Phonics: s, a, t, p	Phonics: i, n, m, d	Phonics: g, o, c, k, ck	Phonics: Reinforce all the letters and sounds learnt so far	Phonics: Reinforce all the letters and sounds learnt so far Introducing fish words	Phonics: ck, e, u,	Phonics: r, h, b, f/ff-teach together	Phonics: l, ll, ss	Phonics: j, v, w, x	Phonics: y, z	Phonics: End of Term Phonics Screening	Phonics: Letters and sounds check

	COMMUNICATION AND LANGUAGE	Going through school rules	Going through school rules	Activity: Explaining the rules e.g. how we wait our turn and listen to everyone Skill: Increasingly follow rules, understanding why they are important. (3-4 year olds)	Activity: Talking about what makes us special. Skill: Develop their sense of responsibility and membership of a community. (3-4 year olds)	Activity: Talking about things we like Skill: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (3-4Year olds)	Activity: Core value: friendly making friends in class talk about how we treat friends and positive behaviour Skill: Play with one or more other children, extending and elaborating play ideas. (3-4 year olds)	Activity: Talking about the different parts of the body and learning the correct names Skill: Use new vocabulary through the day. (Reception)	Activity: Talking about our families looking a similarities and difference from our friends Skill: Talk about members of their immediate family and community. (Reception)	Activity: Learning their lines and songs for the Christmas play Skill: Learn songs. (Reception)	Activity: Learning their lines and songs for the Christmas play Skill: Learn songs. (Reception)	Activity: Talking about how different countries celebrate Christmas Skill: Recognise that people have different beliefs and celebrate special times in different ways. (Reception)	Activity: Talking about how different countries celebrate Christmas Skill: Recognise that people have different beliefs and celebrate special times in different ways. (Reception)	Activity: Performing the Christmas play Skill: Sing in a group or on their own, increasingly matching the pitch and following the melody. (Reception)	Activity: Talk about the things we can do and things that make us special linked to our writing assessment Skill: See themselves as a valuable individual. (Reception)
				Library: Class book corner rules Skill: Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book page sequencing. (3-4 Year olds) <u>Baseline Assessments</u>	Library: Class book corner rules Skill: Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book page sequencing. (3-4 Year olds)	Library: Class book corner how to treat books Skill: Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book page sequencing. (3-4 Year olds)	Library: Class book corner how to share books with friends Skill: Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book page sequencing. (3-4 Year olds)	Library: Class book corner how to share books with friends Skill: Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book page sequencing. (3-4 Year olds)	Library: Taking class books home and taking care of them Skill: Enjoy listening to longer stories and can remember much of what happens. (3-4 Year olds)	Library: Taking class books home and taking care of them Skill: Enjoy listening to longer stories and can remember much of what happens. (3-4 Year olds)	Library: Getting into the practice of reading your library book every day Skill: Enjoy listening to longer stories and can remember much of what happens. (3-4 Year olds)	Library: Getting into the practice of reading your library book every day Skill: Engage in extended conversations about stories, learning new vocabulary. (3-4 Year Olds)	Library: Thinking about book choices, talking about books you like and what you like about them Skill: Engage in extended conversations about stories, learning new vocabulary. (3-4 Year Olds)	Library: Thinking about book choices, talking about books you like and what you like about them Skill: Engage in extended conversations about stories, learning new vocabulary. (3-4 Year Olds)	Library: Looking at topic books linked with Christmas and winter Skill: Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (3-4 Year olds)
	MATHS	Number writing Recognising numbers Matching quantity	Number writing Recognising numbers Matching quantity	JUST LIKE ME! Exploring numbers Skill: Recite numbers past 5. (3-4 Year Olds)	JUST LIKE ME! Matching and sorting Skill: Sorting and classifying	JUST LIKE ME! Comparing amounts Skill: Compare quantities using language: 'more than', 'fewer than'. (Reception)	JUST LIKE ME! Comparing size, mass & capacity. Skill: Make comparisons between objects relating to size, length, weight and capacity. (3-4 Year Olds)	JUST LIKE ME! Exploring patterns Skill: Continue, copy and create repeating patterns. (3-4 Year Olds)	I'TS ME 1 2 3! Comparing and composition of 1,2 &3 Skill: Compare quantities using language: 'more than', 'fewer than'. (3-4 Year Olds)	I'TS ME 1 2 3! Representing 1, 2, & 3 Circles and triangles Skill: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3-4 Year Olds)	I'TS ME 1 2 3! Positional language Skill: Understand position through words alone – for example, "The bag is under the table," – with no pointing. (3-4 Year Olds)	LIGHT AND DARK One more than Practical & recording in books Skill: Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception)	LIGHT AND DARK One less than Practical & recording in books Skill: Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception)	LIGHT AND DARK Representing numbers to 5. Shapes with 4 sides. Skill: Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	LIGHT AND DARK Time – Routines (day and night) Skill: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (3-4 Year Olds)

	UNDERSTANDING THE WORLD					Activity: School tour learning where the toilets are, where your classroom is	Activity: <i>Introducing class nature tables.</i>	Activity: Parts of the body songs	Activity: Labelling parts of the body – shared class discussion	Activity: Learning about different people who help us linked to harvest and farmers Story of Diwali	Activity: Learning about seasons and looking at the changes that are happening around us	Activity: Learning about seasons and looking at the changes that are happening around us	Activity: Learning about seasons and looking at the changes that are happening around us	Activity: Learning about different people who help us	Activity: Learning about different people who help us	Activity: The Christmas story	Activity: Talking about changes in our environment – weather, nature.	
						Skill: Manage their own needs. - Personal hygiene (Reception)	Skill: <i>Explore the natural world around them. (Reception)</i>	Skill: Use new vocabulary in different contexts. (Reception)	Skill: Use new vocabulary in different contexts. (Reception)	Skill: Show interest in different occupations. (3-4 Year Olds)	Skill: Understand the effect of changing seasons on the natural world around them. (Reception)	Skill: Engage in story times. (Reception)	Skill: Explore the natural world around them. (Reception)	Skill: Show interest in different occupations. (Reception)	Skill: Show interest in different occupations. (Reception)		Skill: Recognise some similarities and differences between life in this country and life in other countries. (Reception) Christmas Concert Practise	Skill: Describe what they see, hear and feel whilst outside. (Reception)
						<u>Baseline Assessments</u>							Christmas Concert Practise	Christmas Concert Practise	Christmas Concert Practise			
	R.E.					Focus: Learning about our new friends and listening to each other	Focus: Learning about our new friends and listening to each other	Focus: Making a tally of all the different religions in our school	Focus: Learning about different celebrations	Focus: Learning about Diwali	Focus: Learning about different celebrations	Focus: Learning the story of Christmas	Focus: Story of Christmas	Focus: Making Christmas decorations	Focus: Christmas crafts	Focus: Performing the Christmas play	Focus: Making Christmas cards	
PHYSICAL DEVELOPMENT			Fine motor skills – pencil grip, tracing shapes. Gross motor skills – jumping, climbing, walking, etc	Fine motor skills – pencil grip, tracing shapes. Gross motor skills – jumping, climbing, walking, etc	Body Management Unit 1 Lesson 2	Body Management Unit 1 Lesson 3	Body Management Unit 1 Lesson 3	Body Management Unit 1 Lesson 4	Body Management Unit 1 Lesson 5	Speed Agility Travel Unit 1 Lesson 1	Speed Agility Travel Unit 1 Lesson 2	Speed Agility Travel Unit 1 Lesson 3	Speed Agility Travel Unit 1 Lesson 4	Speed Agility Travel Unit 1 Lesson 5	Speed Agility Travel Unit 1 Lesson 6	Christmas Concert Production		
			Cutting activity	Cutting activity	Motor Skills: Putting on our coats and zipping them up Skill: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (3-4 Year Olds)	Motor Skills: Putting on our coats and zipping them up Skill: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (3-4 Year Olds)	Motor Skills: Using cutlery during lunch time Skill: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: knives, forks and spoons. (Reception)	Motor Skills: Learning to manipulate playdough using our hands Skill: Show a preference for a dominant hand. (3-4 Year Olds)	Motor Skills: Learning to manipulate playdough using tools Skill: Show a preference for a dominant hand. (3-4 Year Olds)	Motor Skills: Face puzzles Skill: Show a preference for a dominant hand. (3-4 Year Olds)	Motor Skills: Autumn puzzles Skill: Show a preference for a dominant hand. (3-4 Year Olds)	Motor Skills: Using glue spreaders to make pictures Skill: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: paintbrushes, scissors, (Reception)	Motor Skills: Threading Skill: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: paintbrushes, scissors, (Reception)	Motor Skills: Joining construction materials e.g. Lego, Puzzibits, Duplo Skill: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (3-4 Year Olds)	Motor Skills: Cut and stick activities Skill: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: paintbrushes, scissors, (Reception)	Motor Skills: Cut and stick activities Skill: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: paintbrushes, scissors, (Reception)		

	EXPRESSIVE ARTS AND DESIGN	My first painting	My first painting	Activity: First paintings Skill: Explore colour and colour-mixing (3-4 Year Olds)	Activity: First paintings Skill: Explore colour and colour-mixing (3-4 Year Olds) FF Painting our favourite things	Activity: Making self potraits Skill: Join different materials and explore different textures. (3-4 Year Olds) Continuous provision during FF	Activity: Making self potraits Skill: Join different materials and explore different textures. (3-4 Year Olds) FF Junk Modelling	Activity: Making self potraits Skill: Join different materials and explore different textures. (3-4 Year Olds)	Activity: Making firework pictures Skill: Use drawing to represent ideas like movement or loud noises. (3-4 Year Olds)	Activity: Making poppies for remembrance day Skill: Develop their own ideas and then decide which materials to use to express them. (3-4 Year Olds)	Activity: Exploring mark making with various tools e.g. chalk, colouring pencils Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. (3-4 Year Olds)	Activity: Exploring different ways to paint e.g, brush, finger paints, stamps Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. (3-4 Year Olds)	Activity: Exploring different ways to paint e.g, brush, finger paints, stamps Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. (3-4 Year Olds)	Activity: Making nature collages with the natural objects the children have collected Skill: Create collaboratively, sharing ideas, resources and skills. (Reception)	Activity: Making and decorating christmas cookies Skill: Create collaboratively, sharing ideas, resources and skills. (Reception)
	PERSONAL, SOCIAL AND	Settling in. getting to know the teachers and children.	Settling in. getting to know the teachers and children.	BMIMW Helping others feel welcome Skill: To understand how it feels to belong and that we are similar and different	BMIMW Care about other people's feelings Skill: I understand why it is good to be kind and use gentle hands	BMIMW Work well with others Skill: I am starting to understand children's rights and this means we should all be allowed to learn and play	BMIMW Choose to follow the Learning Charter Skill: I am learning what being responsible means	BMIMW Think about everyone's right to learn Skill: I enjoy working with others to make school a good place to be	CD Accept that everyone is different Skill: I can identify something I am good at and understand everyone is good at different things	CD Include others when working and playing Skill: I understand that being different makes us all special	CD Know how to help if someone is being bullied Skill: I know we are all different but the same in some ways	CD Try to solve problems Skill: I can tell you why I think my home is special to me	CD Try to use kind words Skill: I can tell you how to be a kind friend	CD Know how to give and receive compliments Skill: I know which words to use to stand up for myself when someone says or does something unkind	CD Topic reflection and celebration of learning Skill: I can recall topic knowledge I can celebrate success
	OUT OF SCHOOL TRIPS														
	IN SCHOOL WORKSHOPS								Drama workshop						Christmas Panto