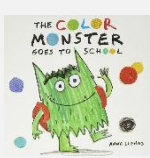
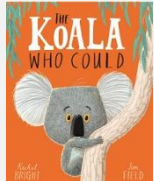
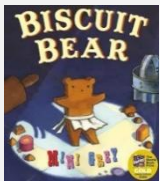




Roe Green Infant School
AUTUMN MEDIUM TERM PLANNING 2026/27
RECEPTION – Amazing Me!



		Week 1 7/09/26	Week 2 14/09/26	Week 3 21/09/26	Week 4 28/09/26	Week 5 5/10/26	Week 6 12/10/26	Week 7 19/10/26	Week 8 02/11/26	Week 9 09/10/26	Week 10 16/11/26	Week 11 23/11/26	Week 12 30/11/26	Week 13 07/11/26	Week 14 14/11/26
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: 			Key Text: 		Key Text: 	
	Going through school rules. Name writing for Spring	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) Rights Respecting- Article 31-A right to play Article 28-A right to an education Article 2-No discrimination Rights Respecting- Article 13- Rights to share thoughts freely. Rights Respecting- Article 12- Respect for children's views. Baseline Assessments Letter and sound checks	Activity: To talk/write about how the colour monster feeling. Skill: Develop their use of clear, well-formed sentences to talk about their ideas. (Reception) Article 17- Access to information	Activity: Making predictions from the story cover. Draw a koala and use a word to describe him. – have pictures to help the chn Skill: Develop their use of clear, well-formed sentences to talk about their ideas. (Reception)	Activity: Write a simple sentence- I am (based on ourselves, linked to the book) 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) Ask questions to find out more and to check they understand what has been said to them (Reception)	Activity: Whole class - Use the question hand to ask and answer questions about Koalas.(hot setting) To write simple cvc words – Linked to phonics, pictures provided. 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. Sentence building- Sometimes I am a 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. To write labels for their design. Skill: Write some letters accurately. (3-4 year olds)	Activity: Children to evaluate their box creations. To talk/write an evaluation based on their finished product. Skill: Articulate their ideas and thoughts in well-formed sentences. (Reception)	Activity: To write a list. Skill: Articulate their ideas and thoughts in well-formed sentences. (Reception) Write some letters accurately. (3-4 year olds)	Activity: Order pictures of how to make a biscuit – chn to say/write key words. 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. To write a simple sentences – dictation 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	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 To form numbers. Skill: Recite numbers past 5. (3-4 Year Olds)	JUST LIKE ME! Matching and sorting To sort by size, shape and colour. Skill: Sorting and classifying	JUST LIKE ME! Comparing amounts To use Maths vocabulary. Skill: Compare quantities using language: 'more than', 'fewer than'. (Reception)	JUST LIKE ME! Comparing size, mass & capacity. To compare length. Skill: Make comparisons between objects relating to size, length, weight and capacity. (3-4 Year Olds)	JUST LIKE ME! Exploring patterns To make a repeating pattern. Skill: Continue, copy and create repeating patterns. (3-4 Year Olds)	I'TS ME 1 2 3! Comparing and composition of 1,2 &3 To represent numbers 2 and 3 in different ways. 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 To combine shapes to make new shapes. 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 & Money To understand positional language-use 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 To find one more of a number. Skill: Understand the 'one more than/one less than' relationship between consecutive numbers. (Reception)	LIGHT AND DARK One less than Practical & recording in books To find one less of a number. 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. To represent 4 and 5 in different ways-link to shapes. 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 Skill: Manage their own needs. - Personal hygiene (Reception) Baseline Assessments	Activity: <i>Introducing class nature tables.</i> Skill: <i>Explore the natural world around them. (Reception)</i> Nature Table - ongoing	Activity: Parts of the body songs Skill: Use new vocabulary in different contexts. (Reception)	Activity: Labelling parts of the body – shared class discussion Skill: Use new vocabulary in different contexts. (Reception)	Activity: Learning about different people who help us linked to harvest and farmers Story of Diwali Skill: Show interest in different occupations. (3-4 Year Olds)	Activity: Learning about seasons and looking at the changes that are happening around us Skill: Understand the effect of changing seasons on the natural world around them. (Reception)	Activity: Learning about seasons and looking at the changes that are happening around us Skill: Engage in story times. (Reception)	Activity: Learning about seasons and looking at the changes that are happening around us Skill: Explore the natural world around them. (Reception)	Activity: Learning about different people who help us Skill: Show interest in different occupations. (Reception)	Activity: Learning about different people who help us Skill: Show interest in different occupations. (Reception)	Activity: The Christmas story Skill: Recognise some similarities and differences between life in this country and life in other countries. (Reception) Christmas Concert Practise	Activity: Talking about changes in our environment – weather, nature. Skill: Describe what they see, hear and feel whilst outside. (Reception)
	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

	IN SCHOOL WORKSHOPS										Closed Monday – School Occasional Day	Maths Week			Reception Concert	Whole School - Christmas Panto
--	---------------------	--	--	--	--	--	--	--	--	--	---------------------------------------	------------	--	--	-------------------	--------------------------------

CLIMATE CHANGE

Autumn One-Energy

Article 2-No discrimination

Article 3-Best interests of the child

Article 4-Making rights real

Article 7- Name and nationality

Article 8-Identity

Article 17-Access to information

Article 23-Children with disabilities

Article 31-Rest, play, cultures, Arts