

Reception Medium Term Planning Baseline Term 2025

The children will become aware of good health routines.

They will learn the signs of Autumn in their immediate environment.

<p>PSED</p> <p>Can focus attention in a group situation for a short period of time and can follow a series of instructions. Is able to talk about feelings in simple terms. Confident to access the environment with minimal support and follows the rules as part of the new routine. Reliably toilet trained and just needs some reminders to wash hands and help with fastenings. Can play with other children as part of a game or activity, without adult support. Can take turns and share sometimes with adult support. Makes new friends in the class, and talks to adults to share news or as part of an activity.</p>	<p>CLL</p> <p>Follows a series of instructions. Listens to stories and can recall the main events. Contributes sensible comments to discussions and conversations. Engages in conversation with adults and peers. Uses plurals and some tenses correctly. Can ask questions.</p>	<p>PD</p> <p>Has good coordination and balance when negotiating equipment and other people. Tackles the climbing frame. Uses trikes and scooters. Uses brooms to brush and spades to dig in sand and soil. Can use scissors to make snips and cut lines, holding scissors in one hand. Can copy some recognisable letter shapes from name. Holds pencil in fingers rather than a whole hand grasp. Shows a preference for a dominant hand. Uses drawing equipment to draw a figure.</p>
<p>Design our Golden Rules Learning routines for inside and outside How to manage feelings Developing independence Helping to settle in new children Circle games Turn taking, sharing, working together What other things are you scared of? What makes you happy? What do you like? Dislike? Using senses to explore the environments. Who lives in your house? What do you like doing?</p>	<p>Listening games Making Role Play areas Sharing ideas during circle time and listening to others Working on describing words and rhyming words Using language to describe objects they see in the environments.</p>	<p>Real PE Activities Manipulating clay and dough to make characters Using tools—scissors, cooking utensils Working on pencil grip to form Letters Finding out about dental hygiene and bedtime routine</p>

<p>L</p> <p>Enjoys listening to stories and retell a simple story using story vocabulary using visual clues.</p> <p>Joins in with familiar rhymes and songs.</p> <p>Can discriminate between sounds.</p> <p>Is able to recognise own name.</p> <p>Can say the initial sound in a word.</p> <p>Can orally blend some simple cvc words.</p> <p>Uses some recognisable letter shapes when writing own name.</p> <p>Can orally segment some simple cvc words.</p>	<p>M</p> <p>Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.</p> <p>Rote counts to 10 and subitises to 3.</p> <p>Compares amounts using the language of 'more'.</p> <p>Reads numerals to 5 and matches to an amount.</p> <p>Orders numbers to 5.</p> <p>Uses some everyday language to talk about and compare size and shape.</p> <p>Recognises a repeated pattern and is beginning to create own patterns and arrangements.</p>	<p>UW</p> <p>Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.</p> <p>Talks about the world around and the people are places that are familiar.</p> <p>Explores the natural world and talk about out the things that are noticed.</p> <p>Recognises change and can describe what is happening.</p>	<p>EAAD</p> <p>Uses a range of different techniques and variety of materials.</p> <p>Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.</p> <p>Uses drawing materials to create pictures with a range of lines and shapes.</p> <p>Experiments with a range of percussion instruments.</p> <p>Joins in with singing in a group</p> <p>Accesses role play and small world resources, sometimes playing with others to develop storylines.</p>
<p>Weekly News</p> <p>Christmas Story</p> <p>Visit to library to change books</p> <p>Name writing</p>	<p>Number rhymes and songs</p> <p>Working with numbers to 3</p> <p>Introducing Numicon</p> <p>More/less</p> <p>How many? 1:1 counting</p> <p>Shape and language - make rocket pictures</p> <p>Numbers of personal significance.</p> <p>Ordering numbers</p> <p>Match number to quantity.</p>	<p>Visit to The Library—what do we see in our local area?</p> <p>Harvest, Divali, Christmas, Bonfire Night, Remembrance Day</p> <p>Cooking pumpkin soup, bread, crumble</p> <p>Exploring the Jungle with our senses.</p>	<p>Music—singing nursery rhymes and playing them</p> <p>Christmas songs</p> <p>Illustrate pictures</p> <p>Draw and paint self-portraits</p> <p>Make houses</p> <p>Draw and paint houses</p>

Key Texts/stories first half of term. Tattyboogle Scarecrow's Wedding Room on the Broom Pumpkin soup The big red apple								
First half (Vocab)	Settling in Golden Rules	Who lives in your house? Family Kitchen Dining Room Living Room Bedroom Bathroom	Senses <i>Senses</i> Touch Feel Smell See Hear	Senses <i>Prickly</i> <i>Sharp</i> <i>Bumpy</i> <i>Lumpy</i> <i>Wrinkly</i>	Bedtime Routine Routine Sharing book Toothbrush Tooth paste Cleaning	Autumn <i>change</i> <i>collect</i> <i>seasons</i> <i>conkers</i> <i>acorns</i> <i>hibernation</i>	Harvest <i>combine</i> <i>harvester</i> <i>celebration</i> <i>festival</i>	Harvest <i>combine</i> <i>harvester</i> <i>celebration</i> <i>festival</i>