

Reception – Medium Term Planning Overview Autumn 2022

Area of Learning	Learning Guide	Aims
PSED	<ul style="list-style-type: none"> • Relationships with staff and each other • Confidence in our choices • Being Kind to our friends, our resources and ourselves • Routines 	<ul style="list-style-type: none"> • Children will be happy and gaining in confidence entering the setting each day. • They will be beginning to follow routines as a group and feel comfortable with adults around school. • They will be able to share their thinking with adults and join in with play positively.
Physical	<ul style="list-style-type: none"> • Safety – walking and running spaces, Scissors • Control and balance using large resources • Connecting and balancing with small resources • Lines and circles for drawing people • Simple letter formation linked to phonics 	<ul style="list-style-type: none"> • Children will be able to move around the setting with confident and balanced movements. • Children will be developing a sense of safe choices and how these might look different in different spaces. • Children will be making purposeful marks for writing and drawing – ideally using careful shapes for each.
Communication & Language	<ul style="list-style-type: none"> • Rhyme time • Listening skills • Vocab linked to learning in each area • Sharing my thinking • Book Talk 	<ul style="list-style-type: none"> • Children will be able to share their ideas confidently in groups or spaces they feel comfortable • Children will be developing a sense of listening in a group • Children will be able to talk about books they are exploring or books that are being read to them • Children will have a growing sense of rhyme, e.g. hearing rhyme and making rhyming words.
Literacy	<ul style="list-style-type: none"> • Introduction to Set 1 sounds m-r • Aural blending • Assisted blending • Symbols and messaging 	<ul style="list-style-type: none"> • Children will have a growing confidence recognising the 'phase 2' sounds (as many as possible) • Children will have an understanding of blending sounds to make words and be beginning to do this with support – some will be doing so independently • Children will begin to recognise words they have met lots (names, WT1) • Children will have a sense of writing for meaning and see themselves as writers using whatever marks they are able to make
Maths	<ul style="list-style-type: none"> • White Rose – Just like Me: • Same, different • Comparing groups and quantities • Sorting and matching • Begin – it's me 123: • Look at numbers 	<ul style="list-style-type: none"> • Children will be able to use language of comparison • They will have an idea of categorising items and different ways items could be grouped • Children will be confident having a go at mathematical thinking problems • Children will be sharing their number knowledge

KUW	<ul style="list-style-type: none"> • Family • Autumn • Exploration of sand/water/garden etc. 	<ul style="list-style-type: none"> • Children will be able to talk about their own family and recognise that families might look different from their own • Children will be able to talk about key features of autumn, including naming some autumnal foliage. • Children will begin to show wonder and exploration of their environment
Creative	<ul style="list-style-type: none"> • Colour mixing • Sticking & connecting • Singing, reciting rhymes & Performing 	<ul style="list-style-type: none"> • Children will begin to mix powder paint for painting independently • They will be mixing colours using the primary powders on offer • Children will consider what they can use to affix their models and pictures • Children will explore different construction resources and think about how to fix these together to get their desired effect. • Children will be able to join in with new and familiar rhymes and songs