

# Medium Term Plan – Reception (Acorn Class), Autumn 1, 2023



SCHOOL VALUE:	GOLDEN THREADS:	BRITISH VALUES:	DIVERSITY:	HOOK AND CELEBRATION:	EXPERIENCES / VISITORS:		
<ul style="list-style-type: none"> <li>- Courage</li> <li>- Friendship</li> <li>- Respect</li> <li>- Trust</li> </ul>	<ul style="list-style-type: none"> <li>- Guardian of our Environment</li> <li>- Heritage of our area</li> <li>- Forest School</li> <li>- Gardening</li> </ul>	<ul style="list-style-type: none"> <li>- Democracy</li> <li>- The rule of law</li> <li>- Individual liberty</li> <li>- Mutual respect</li> <li>- Tolerance of those of different faiths or beliefs</li> </ul>	<p>Take part in pretend play – different families, homes.</p> <p>To learn that everyone is different but we are all valued.</p> <p>To accept others differences.</p> <p>To celebrate others strengths</p>	<ul style="list-style-type: none"> <li>-Summer scrapbook challenge.</li> <li>-Evil Pea! Clue found on the rug.</li> <li>-Visit to church and visit from Rev. Goy</li> <li>-Harvest Festival in church.</li> <li>-Class Eco-Superhero challenge and celebration with parents at the end of term</li> </ul>	<ul style="list-style-type: none"> <li>-Fire Engine visit.</li> <li>-Parents visit to talk about their jobs.</li> <li>-Parent readers.</li> <li>-Parents meeting to introduce phonics and reading for parents</li> </ul> <p>Baseline for all children and next steps for parents</p>		
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Recognising Names – self-registration, writing letters in name, mark making in sand, chalk, paint, pens, crayons etc. Reading area with posters and labels around room for topic key words.</li> <li>• Story of the week, sandpaper letters to trace.</li> <li>• Non- fiction books –</li> <li>• Little Wandle Phonics phase 2</li> </ul> <p><b>Supertato</b></p> <ul style="list-style-type: none"> <li>• Create secret messages to the characters to try to find out where they are</li> <li>• Write ‘help’ messages from the characters to get the superheroes to help them (or you!)</li> <li>• Start to create a superhero den with mark making materials and message writing materials to encourage mark making</li> <li>• Write labels to describe a superhero</li> <li>• Label self as a superhero</li> <li>• Create a word bank in a visible place</li> <li>• Retell story using small world play and puppets</li> <li>• Role play story</li> <li>• Sequencing the story</li> <li>• Speech bubbles- writing CVC words and captions</li> <li>• Draw and label the new character</li> <li>• Write messages to “evil pea”</li> </ul>		<p><b>Maths</b></p> <p><u>White Rose</u></p> <p>Weeks 1-3, Getting to Know You</p> <p>Weeks 4-6, Just Like Me!</p> <ul style="list-style-type: none"> <li>• Match and sort</li> <li>• Compare amounts</li> <li>• Compare size, mass and capacity</li> <li>• Exploring pattern</li> </ul> <p>Week 7, It’s Me 123!</p> <ul style="list-style-type: none"> <li>• Representing 1,2&amp;3</li> <li>• Comparing 1,2&amp;3</li> <li>• Composition of 1,2&amp;3</li> <li>• Circles and Triangles</li> <li>• Positional Language</li> </ul> <p>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong?</p>		<p><b>UTW</b></p> <p>Discuss people close to us that we might see as a real life superhero! Start with immediate family- it could be Mum/ Dad etc for looking after you or something special they do!</p> <p>Extend the scope to include the everyday heroes such as Dr’s, nurses, firemen, police, military etc. What do they do that makes them heroes? Can we think of some questions to ask an in-person/ virtual visitor? Comparison study: Look at modern day nurses and compare with Mary Seacole and Florence Nightingale- all heroes but did their jobs in a very different way.</p> <p><u>Michael Recycle</u></p> <p>Create a class eco superhero. Spend time thinking about all the things that we can do to help our planet. Your eco hero needs to be able to help save the planet doing all the things you have found out about!</p> <p>Set up a recycling tuff tray for children to sort the “rubbish” to recycle it. Work with school’s Eco club. What do they do? How are they Eco Superheroes? Talk to Mr Elms and Caretaker about how we can help. Contact Wealden and Chartwells. Where does our recycling go?</p>			
<p><b>Key concepts to understand</b></p> <ul style="list-style-type: none"> <li>• To understand rules are there to keep us safe and the importance of following them.</li> <li>• Superheroes are real! They are all around us – A focus on emergency services.</li> <li>• I am aware that I am part of a family, a school family and church family within a community.</li> <li>• I am aware of right and wrong and demonstrate my knowledge of this through what I say and what I do.</li> <li>• I know that I am valuable and make valuable contributions.</li> </ul>		<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Class</li> <li>• School</li> <li>• Community</li> <li>• Belong</li> <li>• Happy</li> <li>• Sad</li> <li>• Worried</li> <li>• Calm</li> <li>• Angry</li> <li>• Excited</li> <li>• Feelings</li> </ul>		<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Learn the rules for Acorn Class and the School. Introduce job squad and date and weather monitors.</li> <li>• Get to know the classroom and become comfortable with class Teacher and TA and other key adults in school.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Learn to manage their own basic hygiene and personal needs.</li> <li>• Role play area – Home corner, Superhero Headquarters (Build confidence, relationships and vocabulary)</li> <li>• What are your special powers?</li> <li>• Children to identify what makes them unique and special- they are your superhero powers!</li> <li>• What superhero power do you want to improve?</li> <li>• Provide children with the opportunity to set simple goals that they can work towards achieving- think about what makes them special and use this idea to push themselves forward.</li> <li>• Celebrating different occasions - Harvest.</li> <li>• Show and Tell and ‘WOW’ Wednesday will be celebrated weekly.</li> <li>• Charlie Bear will be introduced to the class during Term 1 and two night sleepovers will commence.</li> </ul>		<p><b>Sequencing</b></p> <p><b>Week 1</b> The Colour Monster Goes to School</p> <p><b>Week 2</b> A Superhero Like You</p> <p><b>Week 3</b> Supertato</p> <p><b>Week 4</b> Ten Little Superheroes</p> <p><b>Week 5</b> Michael Recycle</p> <p><b>Week 6</b> The Enormous Turnip</p> <p><b>Week 7</b> Super Daisy!</p>	

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- I can talk about the lives of the people around me and their role in society.
- I show understanding of the past through settings, characters and events encountered in books and stories.
- I can negotiate space and obstacles carefully.
- I can use my fine motor skills to successfully use a range of small tools.
- I can share my creations, explaining the different tools and techniques I have used.
- I can invent, adapt and recount narratives

- Harvest
- Church
- Superhero
- Save
- Hero
- Villain
- Rescue
- Unique
- Different
- England

## Communication and Language

- Sharing summer All About Me journals
- Discussing stories, re-telling stories
- Colour Monster – exploring different feelings and how we might be feeling in response to different situations/experiences. Listening to others. Circle listening games.
- Following 2 and three-part instructions
- Introducing job squad
- Roleplay – Home corner, Superhero Den
- Songs, rhymes and poems.
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- Roleplay – Home corner, Superhero Den
- Songs, rhymes and poems.
- Books and stories.
- Exploring, asking questions.

## Physical Development

- Self care routines – handwashing, toileting, putting on coat, putting on shoes,
- Dressing – putting on coat and shoes/wellies
- Mark making, Cutting, Gluing, Pencil control, Playdough, writing names, pouring, stirring, threading, scooping, using tongs, role play, messy play- foam, sand.
- Letter formation from week three-Little Wandle, Phase 2
- Free the heroes! Catch the villains!
- How about tying up villains? Wrap the string around so that they can't escape!
- Superhero Obstacle Course - Plan and create an obstacle course to build your superhero powers. Use large-scale equipment and different ways of moving.
- Superhero Moves - Create some superhero "signature" moves using physical development skills.
- Superhero Dance Moves
- PE with Mr Luckhurst
- PE with class teachers
- Forest School every Friday morning with Mrs Williams and Mrs Casse

## Expressive Art and Design

- Roleplay – Home corner, Superhero headquarters.
- Self portraits using mirrors, paints, pens, pencils, chalk, foam, etc.
- face collage -introduce small parts trolley
- Music – Following Kapow scheme
- Design a...Superhero vehicle, Superhero den, Superhero costume. Focus time to teach some techniques for joining, painting and colouring. Encourage to create designs and adapt them following modelling and allow the creations to be readily available so that children are able to make adaptations over several sessions.