

## Reception Curriculum Overview- Medium Term Plan (MTP)



<b>Term 1</b> <b>Autumn 1</b>	Enquiry Theme	<b>All about Me</b>
	Enquiry Question	<b>Why am I special?</b>

Continuous Provision planning and weekly activities can be found in Reception planning folder 2024-2025.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Weekly Topic</b>	<b>Nursey Rhymes/My school</b>	<b>Stand Up to Racism</b>	<b>Funnybones</b>	<b>People Who help Us</b>	<b>The Wonder</b>	<b>Julia Donaldson</b>	<b>Pumpkin Soup</b>
<b>Personal, Social and Emotional Development (PSED)</b> Self-Regulation Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ELG: Managing Self Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. ELG: Building Relationships Play with one or more other children, extending and elaborating play ideas.	<b>Self-Regulation</b> How we feel about starting school. Worried/frightened	<b>Self-Regulation</b> How we feel about starting school. Worried/frightened	<b>Self-Regulation</b> How we feel about starting school. Worried/frightened	<b>Self-Regulation</b> How we feel about starting school. Worried/frightened	<b>Self-Regulation</b> How we feel about starting school. Worried/frightened	<b>Self-Regulation</b> How we feel about starting school. Worried/frightened	<b>Self-Regulation</b> How we feel about starting school. Worried/frightened
<b>Managing Self</b> Familiarising ourselves in the classroom and activities Use the toilet independently.	<b>Managing Self</b> Why do we have class rules? Create rules.	<b>Managing Self</b> Begin to name new friends in our class	<b>Managing Self</b> Follow handwashing routines independently	<b>Managing Self</b> Follow rules without an adult reminding me.	<b>Managing Self</b> Ask for help confidently with familiar adults	<b>Managing Self</b> Becoming more confident playing with others.	<b>Managing Self</b> Becoming more confident playing with others.
<b>Building Relationships</b> We can join in small group play activities.	<b>Building Relationships</b> We can play with one or more other children.	<b>Building Relationships</b> We can work together to create an exciting area of learning in the classroom.	<b>Building Relationships</b> We are starting to understand how others may be feeling?	<b>Building Relationships</b> We can play with one or more other children – extending and elaborating play ideas.	<b>Building Relationships</b> We can find solutions to conflict.	<b>Building Relationships</b> We understand that we are members of a community.	<b>Building Relationships</b> We understand that we are members of a community.
<b>PSHE</b> <b>Twinkl- Super Me</b>				<b>What is your Superpower?</b> LO: Develop a positive sense of self.	<b>Our Class Puzzle</b> LO: Understand and celebrate that everyone is different.	<b>My Treasure Chest</b> LO: Recognise and celebrate abilities and achievements.	<b>Wellbeing Warriors</b> LO: Understanding my own wellbeing.
<b>Physical Development (PD)</b> Fine Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors. Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene	<b>Fine</b> We can use a knife and fork to eat our lunch.	<b>Fine</b> We can use a knife and fork to eat our lunch.	<b>Fine</b> We can show a preference for a dominant hand.	<b>Fine</b> We can use a comfortable grip with good control.	<b>Fine</b> We can use scissors correctly.	<b>Fine</b> We can pick up small objects using good control.	<b>Fine</b> We can start to form some letters correctly.
(Continued from Physical Development)	<b>Gross</b> We are increasingly independent when putting on coats and doing up zips.	<b>Gross</b> We are increasingly independent when putting on coats and doing up zips.	<b>Gross</b> We can collaborate with others to manage large items, set up obstacle course, carry toys.	<b>Gross</b> We can choose the right resources to carry out a plan.	<b>Gross</b> We can follow a series of movements incorporating balance and grace.	<b>Gross</b> We can follow a series of movements including hopping, skipping and jumping.	<b>Gross</b> We are able to line up, queue and manage our personal hygiene throughout the day.

<p><b>P.E</b></p>		<p>Dresses with help. Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action.</p>	<p>Travel at different speeds.</p>	<p>Understand the concept of space. Move in different ways.</p>	<p>Experiment with different ways of jumping. Understand some of the effects of exercise on our body.</p>
<p><b>Communication and Language (CL)</b> Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Speaking Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different</p>	<p><b>Listening, Attention and Understanding</b> We listen carefully to rhymes and song, paying attention to how they sound.</p>	<p><b>Listening, Attention and Understanding</b> We are able to listen carefully and understand why listening is important.</p>	<p><b>Listening, Attention and Understanding</b> We can follow an instruction made up of two parts.</p>	<p><b>Listening, Attention and Understanding</b> We can understand 'why' questions.</p>	<p><b>Listening, Attention and Understanding</b> We are able to listen to stories and understand what is happening with the help of pictures.</p>	<p><b>Listening, Attention and Understanding</b> We engage fully in stories within the class.</p>	<p><b>Listening, Attention and Understanding</b> We are able to learn rhymes, poems and songs. (Harvest songs)</p>
	<p><b>Speaking</b> We can participate in the register and start to develop social phrases, ie, Good Morning.</p>	<p><b>Speaking</b> We can use full sentences when talking to friends and adults.</p>	<p><b>Speaking</b> We can use a range of social phrases throughout the day, ie, Good morning, Good afternoon.</p>	<p><b>Speaking</b> We can ask 'Why' questions.</p>	<p><b>Speaking</b> We are able to learn new vocabulary and use it correctly.</p>	<p><b>Speaking</b> We can join in rhymes and song, paying attention to how they sound.</p>	<p><b>Speaking</b> We are able to sing rhymes, poems and songs.</p>
<p><b>Literacy (L)</b></p>	<p><b>Word Reading</b> We can recognise our names. <b>Phonics</b> Letters and Sounds- Little Wandle</p>	<p><b>Word Reading</b> We can recognise our names. <b>Phonics</b> Letters and Sounds- Little Wandle</p>	<p><b>Word Reading</b> We know that text in English move across the page (left to right) <b>Phonics</b> Letters and Sounds- Little Wandle</p>	<p><b>Word Reading</b> We can recognise words by the initial sound. <b>Phonics</b> Letters and Sounds- Little Wandle</p>	<p><b>Word Reading</b> We can turn pages and follow the sequence of a book. <b>Phonics</b> Letters and Sounds- Little Wandle</p>	<p><b>Word Reading</b> We understand that print has different purposes. <b>Phonics</b> Letters and Sounds- Little Wandle</p>	<p><b>Word Reading</b> We are starting to read some letters by saying the sounds for them. <b>Phonics</b> Letters and Sounds- Little Wandle</p>
	<p><b>Comprehension</b> We can engage in story time.</p>	<p><b>Comprehension</b> We can repeat words and phrases from familiar stories.</p>	<p><b>Comprehension</b> We can ask questions about a book.</p>	<p><b>Comprehension</b> We can make comments and share ideas about a book.</p>	<p><b>Comprehension</b> We can develop play around favourite stories.</p>	<p><b>Comprehension</b> We can use new vocabulary that we have learnt in a book.</p>	<p><b>Comprehension</b> We can predict different endings to stories.</p>
	<p><b>Writing</b> We can write some or all of our name.</p>	<p><b>Writing</b> We can write some or all of our name.</p>	<p><b>Writing</b> We can write some or all of our name.</p>	<p><b>Writing</b> We can write some letters accurately. We can write the initial sound for words.</p>	<p><b>Writing</b> We can write some letters accurately. We can write some sounds in words.</p>	<p><b>Writing</b> We can write some letters accurately. We can write some sounds in words.</p>	<p><b>Writing</b> We can write some letters accurately. We can write some sounds in words.</p>
<p><b>Mathematics (M)</b> Number Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.</p>	<p><b>Number songs and rhymes to 5.</b></p>	<p><b>Subitising</b></p>	<p><b>Counting, ordinality and cardinality</b></p>	<p><b>Composition</b></p>	<p><b>Subitising</b></p>	<p><b>Comparison</b></p>	<p><b>2-D shape</b></p>
		<p><b>Composition</b></p>	<p><b>pattern</b></p>	<p><b>size</b></p>	<p><b>shape</b></p>	<p><b>Measure time</b></p>	<p>Identify a square and rectangle  Combine shapes</p>

<p><b>Numerical Patterns</b> Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.</p>		<p>Subitising within 3</p> <p>Identify a set Sorting similarities and differences</p>	<p>Focus on counting skills</p> <p>Recognise a pattern Complete a pattern</p>	<p>Explore how all numbers are made of 1s</p> <p>Focus on composition of 3 and 4</p> <p>Identify big and small objects Order objects in size</p>	<p>Subitise objects and sounds</p> <p>Identify circles and triangles</p>	<p>Comparison of sets - 'just by looking'</p> <p>Use the language of comparison: more than and fewer than</p> <p>Days of the week</p> <p>Routines of the day</p>	<p>Shapes in the environment</p>
<p><b>Understanding the World (UTW)</b> Past and Present Begin to make sense of their own life story and family's history. People, Culture and Communities . Talk about members of their immediate family and community. Name and describe people who are familiar to them.  The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>Past and Present</b> We can talk about what we did at home before we came to school.</p>	<p><b>Past and Present</b> We understand that we belong to a family of different generations.</p>	<p><b>Past and Present</b> We know that we were once babies who grew into adults.</p>	<p><b>Past and Present</b> We know that we will grow into adults in the future.</p>	<p><b>Past and Present</b> We understand that some stories were written a long time ago.</p>	<p><b>Past and Present</b> We know that our parents had different types of toys and games to what we have today.</p>	<p><b>Past and Present</b> We know how farming has changed over time.</p>
	<p><b>People, Culture and Communities</b> We know that we are joining a new school community.</p>	<p><b>People, Culture and Communities</b> We can recognise similarities and differences between different cultures. We know that our friends come from different communities from around the world.</p>	<p><b>People, Culture and Communities</b> We can name and describe people who are familiar to them.</p>	<p><b>People, Culture and Communities</b> We can recognise some occupations within our community. We know how people in our community help us.</p>	<p><b>People, Culture and Communities</b></p>	<p><b>People, Culture and Communities</b> We know how we can help other people in our community.</p>	<p><b>People, Culture and Communities</b> We know that some places are special to families in our community.</p>
	<p><b>The Natural World</b> We can find natural resources in our EYFS garden.</p>	<p><b>The Natural World</b> We can group materials we find in out EYFS garden.</p>	<p><b>The Natural World</b> We know that we have five senses.</p>	<p><b>The Natural World</b> We can use one of our senses to identify / group objects. Explore how magnets work</p>	<p><b>The Natural World</b> Name the different parts of a plant and what they need to grow.</p>	<p><b>The Natural World</b> We can use one of our senses to identify / group objects.</p>	<p><b>The Natural World</b> We know how we can care for the natural world.</p>
<p><b>Expressive Arts and Design (EAD)</b></p>	<p><b>Creating with materials</b> We can take part in pretend play, representing one object for another thing.</p>	<p><b>Creating with materials</b> We can create use continuous lines to represent objects.</p>	<p><b>Creating with materials</b> We are able to explore colours and mix them to create a new effect.</p>	<p><b>Creating with materials</b> We can show different emotions in our drawings, such as happiness and sadness.</p>	<p><b>Creating with materials</b> We can develop complex stories using small world equipment such as dolls houses. Use two media to create a rocket picture.</p>	<p><b>Creating with materials</b> We can use blocks and construction items to create different small worlds.</p>	<p><b>Creating with materials</b> We can use drawing to represent ideas.</p>
	<p><b>Being Imaginative and Expressive</b> We can listen to what we have heard, and respond in an expressive way.</p>	<p><b>Being Imaginative and Expressive</b> We can take part in songs and create actions to go with them.</p>	<p><b>Being Imaginative and Expressive</b> We can explore and engage in music making in a small group.</p>	<p><b>Being Imaginative and Expressive</b> We understand that music can change the way that you feel.</p>	<p><b>Being Imaginative and Expressive</b> We can create our own songs or improvise ones that we know.</p>	<p><b>Being Imaginative and Expressive</b> We can share our feelings about watching a dance performance.</p>	<p><b>Being Imaginative and Expressive</b> We can sing a song within the correct pitch of tone.</p>

<b>Music (Music Express)</b>		<b>Who shall I be today?</b>	<b>Who shall I be today?</b>	<b>Beat skill builders</b>	<b>Beat skill builders</b>	<b>Harvest Singing</b>	<b>Harvest Singing</b>
<b>Art (Access Art)</b>	<b>Draw a portrait</b>	<b>Pablo Picasso</b>	<b>Access Art- Understanding Identity and Exploring Relationships</b>	<b>Access Art- Understanding Identity and Exploring Relationships</b>	<b>Media wax and watercolour paintings</b>		<b>Yayoi Kusama Artist- Pattern</b>