

Oakdene Primary School
 Reception Medium Term Planning
 Autumn 2 – What's it like in Outer Space?
 Green: Adult led/focus activities in setting
 Orange: Open Day activities
 Red: Other planned events

Prime Areas	Specific Areas
PSED: Making relationships (MR); Self-Confidence and Self-Awareness (SCSA); Managing Feelings and Behaviour (MFB) CL: Listening and Attention (LA); Understanding (U); Speaking (S) PD: Moving and Handling (MH); Health and Self-Care (HSC)	L: Reading (R); Writing (W) M: Number (N); Shape, Space and Measures (SSM) UTW: People and Communities (PC); The World (TW); Technology (T) EAD: Exploring and Using Media and Materials (EUMM); Being Imaginative (BI)

WEEKS	Personal Social Emotional Development (PSED)	Communication and Language (CL)	Literacy / Phonics (L) Following Oakdene plan using DFE Letters and Sounds and Jolly Phonics Adult led phonics sessions (20mins daily)	Physical Development (PD)	Mathematics (M) Adult-led Little Big Maths sessions (20mins daily)	Understanding the world (UTW)	Expressive Arts and Design (EAD)
1	Initiate conversations and listen to what others say MR Communicates freely about own home and community to other children when playing SCSA Confident to talk to others about own needs, wants and interests. SCSA Aware of boundaries and behavioural expectations in the setting MFB Metacognition SCSA	Focus and maintains attention during appropriate activities LA Joins in with repeated refrains and can anticipate key events in stories. LA Listens and responds to ideas expressed by others. U Uses vocabulary focused on objects and people that are of particular importance. S Links statements and sticks to a main theme. S	Read and write simple phonemes and words RW Links sounds to letters, naming and sounding the alphabet RW Uses clearly identifiable letters to communicate meaning, writing short sentences. W Phase 2/3 Phonemes and corresponding graphemes: HA: y & z Tricky words: Recap: we, me, be (alphabet 'e') MA: f/ff & l/ll Tricky word: 'I' 'the' 'to', 'go' 'no', 'into' LA 'ck' and 'e' Tricky words: 'I', 'the', 'to' RW SWT: Poetry – Bonfire night	Holds pencil near point between first two fingers and thumb and uses with good control. MH Handles tools, objects construction and malleable materials safely and with increasing control. MH Demonstrate an understanding of ways to stay safe (Fireworks, bonfires etc) HSC Kitchen Corner; Firework Cookies MH / HSC Yogabugs – MH / HSC Tooth brushing – HSC Woodwork Wednesday: Introduction to hammers MH:HSC	Compare groups of numbers, discussing more than, less than and identifying when it is the same number. N Recognises numerals 1 to 5 N Selects correct numeral to represent 1 to 5, then 1 to 10 objects. N AL: Can you make the two groups the same? Can chn represent the numbers in groups? Little Big Maths: 3 groups – representing numbers on 10 frames. Adding 2 amounts together (how to represent)	Similarities and differences between celebrations – discuss family traditions/celebrations – Christmas day. Article 14 – right to believe what they choose and practise their own religion. Article 2 – PC Comments and asks questions about aspects of their familiar world. TW Looks closely at similarities, differences, patterns and change. TW Make a bonfire pictures using ColourMagic software. T Curiosity cube – Autumn theme – Autumn picture book, Pumpkin Soup TW	Fireworks; Imitates movement in response to music. EUMM / BI Explore the different sounds that instruments make. EUMM AL: Scratch Art Fireworks Explore colours and how colours can be changed. EUMM Experiments to create different textures. EUMM Outside – Mud painting to make bonfire pictures. BI Forest Friday – Leaf collection – explore colour, make patterns pictures. Scratch art fireworks – using different media, combining. EUMM Woodwork Wednesday: Introduction to hammers MH:HSC

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<p>2</p> <p>Whatever Next</p> <p>Children In Need</p> <p>Remembrance Day (Mon)</p>	<p>Initiate conversations and listen to what others say MR</p> <p>Take steps to resolve conflicts with other children MR</p> <p>Confident to talk to others about own needs, wants and interests. SCSA</p> <p>Negotiate and solve problems with aggression MFB</p> <p>Metacognition SCSA</p>	<p>Focus and maintains attention during appropriate activities LA</p> <p>Listens and responds to ideas expressed by others. U</p> <p>Begin to understand how and why questions? U</p> <p>Uses language to imagine and recreate roles and experiences in play situations. S</p> <p>AL: Sequence the story of Whatever Next. What happened first? How did Baby Bear get to the moon? LA U S</p>	<p>Read and write simple phonemes and words RW</p> <p>Links sounds to letters, naming and sounding the alphabet RW</p> <p>Uses clearly identifiable letters to communicate meaning, writing short sentences. W</p> <p>Phase 2/3 Phonemes and corresponding graphemes: HA: qu & sh</p> <p>Tricky words: Alphabet 'e' - she</p> <p>MA: ss & Recap</p> <p>Tricky word: 'I' 'the' 'to', 'go' 'no', 'into'</p> <p>LA 'u' and 'r'</p> <p>Tricky words: 'I', 'the', 'to' RW</p> <p>AL: Sequence the story of Whatever Next. Can you write about each picture? W</p> <p>SWT: My picnic list. Read, write sounds and represent correctly. Write words and captions, using clearly identifiable letters that can be read by themselves and others. RW</p>	<p>What games could Baby Bear play on the moon? Can you play these with your peers? PD</p> <p>Holds pencil near point between first two fingers and thumb and uses with good control. MH</p> <p>Handles tools, objects construction and malleable materials safely and with increasing control. MH</p> <p>Kitchen Corner: Make sandwiches/some food for picnic. Good hygiene, safe use of tools. MH/HSC</p> <p>Woodwork Wednesday: Introduction to hammers/Design a rocket MH:HSC</p>	<p>Use names to describe 2D and 3D shapes. Describe properties. SSM</p> <p>AL: Can you make a shape rocket? What shapes have you used? (2D/3D shapes) SSM</p> <p>Little Big Maths: Name 2D and 3D shapes. Describe shapes (corners, sides) SSM</p>	<p>Children in Need Day – Discuss why we participate in this, how can we help? PC</p> <p>Discuss similarities and differences of our lives. Compare to others. PC</p> <p>AL: Baby Bear uses a cardboard box to make a rocket. What could you make from cardboard? TW</p> <p>Outdoor – use water & small puddles to make footprints (can you walk on the moon? TW</p> <p>Curiosity Cube – continue Autumn theme: open pumpkin, explore changes/decay over week. Include apples? The Very Helpful Hedgehog book TW</p> <p>Kitchen Corner: Make sandwiches/some food for picnic. TW</p> <p>Forest Friday: picnic in the Forest</p>	<p>Select appropriate resources and adapt work. EUMM</p> <p>Manipulates materials to achieve a planned effect. EUMM</p> <p>AL: Baby Bear uses a cardboard box to make a rocket. What could you make from cardboard? EUMM/BI</p> <p>Using the leaves to make watercolour and oil pastels. EUMM</p> <p>Creating new role-play areas. Plays co-operatively as part of a group; Plays alongside other chn who are engaged in the same theme. BI</p> <p>Mixed medial poppies. EUMM</p> <p>Woodwork Wednesday: Introduction to hammers/Design a rocket MH:HSC</p>
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<p>3 Whatever Next / QPOOTLS</p>	<p>Initiate conversations and listen to what others say WTR Confident to talk to others about own needs, wants and interests and opinions SCSA Aware of boundaries and behavioural expectations in the setting (road safety) MFB <u>RRSA:</u> Metacognition SCSA</p>	<p>Listens to others in one to one or small groups. Demonstrate two-channelled attention (listen and do) LA Listens and responds to ideas expressed by others. U Begin to understand how and why questions? U Links statements and sticks to a main theme. S Forest Friday – Listen to Nursery rhyme, find the character in the Forest (clues) LA / U</p>	<p>Read and write simple phonemes and words RW Links sounds to letters, naming and sounding the alphabet RW Continues a rhyming string RW Forest Friday – Listen to Nursery rhyme, find the character in the Forest (clues) R Uses clearly identifiable letters to communicate meaning, writing short sentences. W Phase 2/3 Phonemes and corresponding graphemes: HA: ch & th Tricky words: was MA: j & v Tricky word: he (alphabet 'e') LA 'h' and 'b' Tricky words: 'I', 'the', 'to', 'no' RW AL:</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. MH Experiments with different ways of moving. MH Shows understanding of the need for safety, practise some safety measures without direct supervision. HSC Yogabugs – MH / HSC Tooth brushing – HSC Begins to use anticlockwise movement and retrace vertical lines. MH Woodwork Wednesday: Making our rocket – using hammering skills MH:HSC</p>	<p>Planet number: ordering numbers, rocket countdown, one more/one less AL: Use names to describe 3D shapes and describe properties. Can you build a rocket? What shapes have you used? SSM Little Big Maths: Recap 2D and focus on 3D shapes. Describe shapes (corners, sides) SSM</p>	<p>Make a shape Space picture using Colour Magic T Look out of your Spaceship. What can you see? Similarities and differences of Space & where we live. TW Exploring magnetism. Are all shiny things magnetic? Discussions about what was magnetic, what wasn't. TW</p>	<p>AL: Space vehicles – What materials have you used to make your vehicle? How will it move around on a planet? EMM Plays co-operatively as part of a group; Plays alongside other chn who are engaged in the same theme. BI Deconstructed role play (Hazel Room) – uses various construction materials, joins construction pieces together to build and balance. EUMM Begin Christmas cards and calendars. EUMM Woodwork Wednesday: Making our rocket – using hammering skills MH:HSC</p>
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<p>4 The Way back home (Key Author)... linked with Martians/Aliens</p>	<p>Can describe self in positive terms and talk about abilities SCSA Aware of boundaries and behavioural expectations in the setting MFB Metacognition SCSA Forest Friday – Make a map of where I've been in the Forest – links to sequencing, first, then, next.</p>	<p>Focus and maintains attention during appropriate activities LA Joins in with repeated refrains and can anticipate key events in stories. LA Listens and responds to ideas expressed by others. U Links statements and sticks to a main theme. S</p>	<p>Read and write simple phonemes and words RW Links sounds to letters, naming and sounding the alphabet RW Uses clearly identifiable letters to communicate meaning, writing short sentences. W Phase 2/3 Phonemes and corresponding graphemes: HA: ng & ai Tricky words: alphabet 'e', 'was', 'my' MA: w & x Tricky word: he, me, we, be (alphabet 'e') LA 'f/ff & l/ll Tricky words: All phase 2 RW Created Space Maps of our travels around Space; describing things that are same different, what they saw (planets, rockets etc). W AL: Making word rockets by segmenting CVC and CVCC words. Reading word to check for sense. R/W</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. MH Experiments with different ways of moving. MH Uses a pencil and holds it effectively to begin to form recognisable letters MH Yogabugs – MH / HSC Tooth brushing – HSC Woodwork Wednesday: Making our rocket – using hammering skills MH:HSC</p>	<p>Order two or three items by weight or capacity SSM LBM: Weight: investigate weight of – size of presents. Discuss vocabulary; heavy, light, heavier, lighter, lightest, heaviest. Chn to order items. AL: Water; Capacity – Problem solving; investigate which jug is more suitable to fill cups; this jug still has juice left, not enough, empty. Do all cups have the same? Light box – use different resources to build or create patterns. SSM</p>	<p>Phonics play – using the mouse to control coins to feed 'Obb and Bob'. T Created Space Maps of our travels around Space; describing things that are same different, what they saw (planets, rockets etc). TW Curiosity Cube – parts from laptops etc. The Space Station is broken – can you fix it? Which part of the rocket have you fixed? Nuts & Bolts TW Use remote control cars. Interacts with age-appropriate software. T</p>	<p>Sings familiar songs & builds repertoire of songs, actions and dances (Nativity) EUMM Explore tone – painting. EUMM Exploring different tools, using range of brushes and colour mixing to create correct shade for background / main characters. BI / EUMM Plays co-operatively as part of a group; Plays alongside other chn who are engaged in the same theme. BI Space music – planets song, making sounds using different materials. Makes up rhythms, Explores the sounds of different instruments. Initiates new combinations of movement and gesture. EUMM Christmas cards and calendars. EUMM Woodwork Wednesday: Making our rocket – using hammering skills MH:HSC</p>
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5 Non-Fiction – Rockets, Planets... Xmas lunch	Plays in group, extending and elaborating play ideas MR More outgoing in new social situations SCSA Can describe self in positive terms and talk about abilities SCSA Aware of boundaries and behavioural expectations in the setting MFB Metacognition SCSA Learn about the Christian festival of Christmas. Focus on two symbols: tree and cross. See Stockton Agreed Syllabus 2019. SCSA Forest Friday – Using ropes: work together to make 2D shapes MR	Listens to others in one to one or small groups. Demonstrate two-channelled attention (listen and do) LA Listens and responds to ideas expressed by others. U Uses language to imagine and recreate roles and experiences in play situations. S Looking back at homework questions – what do we want to find out? How can we find out information? Article 13 S Beginning to understand how and why questions. U	Read and write simple phonemes and words RW Links sounds to letters, naming and sounding the alphabet RW Uses clearly identifiable letters to communicate meaning, writing short sentences. W Phase 2/3 Phonemes and corresponding graphemes: HA: ee & igh Tricky words: alphabet 'e', 'was', 'my', you' MA: y & z Tricky word: Recap: he, me, we, be (alphabet 'e') LA: ss & recap PH2 Tricky words: All phase 2 RW Reading Assessments?	Uses a pencil and holds it effectively to begin to form recognisable letters MH Experiments with different ways of moving. MH Uses simple tools to effect changes to materials. MH Handles tools, objects construction and malleable materials safely and with increasing control. MH Shows understanding of the need for safety, practise some safety measures without direct supervision. HSC Clay – pinch pot star shapes – let chn explore the clay and teach to use pinching technique. MH Yogabugs – MH / HSC Tooth brushing – HSC Woodwork Wednesday: Making our rocket – using hammering skills MH:HSC	Order two or three items by length or height SSM LBM: Measure children according to height – encourage vocab – who is tallest?	Constellations using cotton buds – which constellation have you created? What is a constellation? TW Explore light and dark using torches and cardboard boxes/light box. Talk about things that can be seen in the dark or at night time. TW Light box – use different resources to build or create patterns. TW Looking back at homework questions – what do we want to find out? How can we find out information? Article 13 T Learn about the Christian festival of Christmas. Focus on two symbols: tree and cross. See Stockton Agreed Syllabus 2019. PC	Light box – use different resources to build or create patterns. BI Exploring different tools, using range of brushes and colour mixing to create correct shade for background / main characters. BI / EUMM Clay – pinch pot star shapes – let chn explore the clay and teach to use pinching technique. EUMM Space music – planets song, making sounds using different materials. Makes up rhythms, Explores the sounds of different instruments. Initiates new combinations of movement and gesture. EUMM Christmas cards and calendars. EUMM Can use tools to create patterns (brush sizes – selecting for purpose) EUMM Woodwork Wednesday: Making our rocket – using hammering skills MH:HSC
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<p>6</p> <p>Non-Fiction</p> <p>Nativity performances</p>	<p>Plays in group, extending and elaborating play ideas MR</p> <p>More outgoing in new social situations SCSA</p> <p>Can describe self in positive terms and talk about abilities SCSA</p> <p>Aware of boundaries and behavioural expectations in the setting MFB</p> <p>Metacognition SCSA</p> <p>Forest Friday – 'I Spy' whiteboards and pens MR</p>	<p>Listens to others in one to one or small groups. Demonstrate two-channelled attention (listen and do) LA</p> <p>Focus and maintains attention during appropriate activities LA</p> <p>Show understanding of prepositions. U</p> <p>Uses language to imagine and recreate roles and experiences in play situations. S</p> <p>Articulate questions about space, what facts have you learnt about Space? S</p> <p>Beginning to understand how and why questions. U</p> <p>Forest Friday – 'I Spy' whiteboards and pens LA/U</p>	<p>Read and write simple phonemes and words RW</p> <p>Reading / Phonic assessments: initial sounds + blending and segmenting R</p> <p>Writes own name, captions and beginning to write sentences W</p> <p>Forest Friday – 'I Spy' whiteboards and pens W</p> <p>Writing Assessments W</p>	<p>Uses a pencil and holds it effectively to begin to form recognisable letters MH</p> <p>Uses simple tools to effect changes to materials. MH</p> <p>Handles tools, objects construction and malleable materials safely and with increasing control. MH</p> <p>Yogabugs (Final session) MH / HSC</p> <p>Tooth brushing – HSC</p> <p>Woodwork Wednesday: Reflection on work MH:HSC</p>	<p>Maths Assessments: positional language & describing relative positions. SSM</p> <p>Little Big Maths: Sequencing number (1-10, 1-20). HA: starting at any number. N</p>	<p>Articulate questions about space, what facts have you learnt about Space? TW, T</p> <p>Gravity – experiments, floating, sinking. Why do things fall? Why does it not float? TW</p> <p>Uses Beebot to roam; programs Beebot to go to different planets. Shows skill in making toys work. T</p>	<p>Continue with clay pots and painting them. EUMM</p> <p>Christmas cards and calendars. EUMM</p> <p>Woodwork Wednesday: Reflection on work MH:HSC</p>
<p>7</p> <p>Xmas Party</p> <p>Trip to see Polar Bears go Up.</p>	<p>Plays in group, extending and elaborating play ideas + cooperating – use number cards to order, play games etc MR</p> <p>Can describe self in positive terms and talk about abilities SCSA</p> <p>Aware of boundaries and behavioural expectations in the setting MFB</p> <p>Metacognition SCSA</p>	<p>Focus and maintains attention during appropriate activities LA</p> <p>Listens and responds to ideas expressed by others. U</p> <p>Show understanding of prepositions. U</p> <p>Uses vocabulary focused on objects and people that are of particular importance. S</p> <p>Oliver Jeffers – Once Upon an Alphabet (what is the book about?) LA S</p>	<p>Enjoys an increasing range of books. R</p> <p>Uses vocabulary and forms of speech that are influenced from own experiences of books. R</p> <p>Oliver Jeffers – Once Upon an Alphabet (what is the book about?) R W</p> <p>Uses clearly identifiable letters to communicate meaning, writing short sentences. W</p> <p>Writes own name, captions and beginning to write sentences W</p>	<p>Uses a pencil and holds it effectively to begin to form recognisable letters writing assessments MH</p> <p>Handles tools, objects construction and malleable materials safely and with increasing control. MH</p> <p>Demonstrate an understanding of ways to stay safe HSC</p> <p>Tooth brushing – HSC</p>	<p>Sequencing number (1-10, 1-20). HA: starting at any number. N</p> <p>Little Big Maths: Sequencing number (1-10, 1-20). HA: starting at any number. N</p>	<p>Gravity – experiments, floating, sinking. Why do things fall? Why does it not float? TW</p>	<p>Christmas cards and calendars. EUMM</p>