

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

Topic Name: Autumn 1 All About Me, People Who Help Us, Autumn	
Key Question:	
English	Maths
<p>EY Outcomes</p> <p>Reading</p> <p>40-60 mths</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall • Looks at books independently and handles books correctly. • Knows information relayed in print • How are stories structured. • Knows information can be retrieved in books. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books <p>Writing</p> <p>40-60mths</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Hears and says the initial sound in words. • Writes own name • Attempts initial sounds for labels/ lists • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Can segment and blend CVC words • Can write a simple supported sentence • 	<p>EY Outcomes</p> <p>30-50 mths</p> <ul style="list-style-type: none"> • Sometimes matches numeral and quantity correctly. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps <p>40-60 mths</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5 or beyond • Counts up to three or four objects by saying one number name for each item. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects.
Science (Understanding the World)	History (Understanding the World)
<p>The World</p> <p>30-50mths</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <p>40-60Mths</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Can name some of the planets To name an astronaut</p>	<p>30-50 mths</p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experiences. • Recognises and describes special times or events for family or friends. <p>40-60 mths</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines <p>Can talk about why we celebrate Bonfire Night To use the name Guy Fawkes</p>

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Geography (Understanding the World)	PSHCE (PSED)
<p>30-50 mths</p> <ul style="list-style-type: none"> Shows interest in different occupations and ways of life 	<ul style="list-style-type: none"> Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. Bucket fillers be kind, be curious, be ambitious Enjoys responsibility of carrying out small tasks Be aware of expectations and boundaries.
RE (Understanding the World)	PE (Physical Development)
<ul style="list-style-type: none"> Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines <p>To be able to talk about different celebrations: Bonfire Night, Diwali and Christmas and why and how they are celebrated</p>	<p>Move in a controlled way with coordination.</p> <p>30-50 mths</p> <ul style="list-style-type: none"> Moves freely in a range of ways Mounts stairs and steps using alternative feet. Negotiates space Can catch a large ball Can stand momentarily on one foot when shown. <p>40-60 mths</p> <ul style="list-style-type: none"> Experiments with different ways of moving Jumps off an object and lands appropriately Negotiates space successfully when playing racing and chasing games. Adjusts speed or changes direction to avoid obstacles <p>Fine motor 30-50 mths</p> <ul style="list-style-type: none"> Draws lines and circles. Use one handed tools and equipment Pencil grip assessment Makes marke (may be letter shapes) <p>40-60 mths</p> <ul style="list-style-type: none"> Preference for dominant hand Anticlockwise movement and retrace vertical lines Begins to form recognisable letters Pencil grip correct

Medium Term Planning Template
Term: Autumn 2 Year: Reception

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Art (Expressive Arts and Design)	Design Technology (Expressive Arts and Design)
<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques. EY Outcomes 30-50 mths • Explores colour and how colours can be changed • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects 40-60 mths • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. 	<ul style="list-style-type: none"> • To construct with a purpose in mind, using a variety of resources. EY Outcomes 30-50 mths • Uses various construction materials 40-60 mths • Constructs with a purpose in mind, using a variety of resources.
Computing (Understanding of the World)	
30-50 mths <ul style="list-style-type: none"> • Knows how to operate simple equipment. 40-60 mths <ul style="list-style-type: none"> • Interacts with age-appropriate computer software 	
Key Texts	Launch Event
What's in the Witches Kitchen? Diwali information books Rama and Sita story Whatever Net, aliens Love Underpants Field trip to the Moon Space information books The Light Bringers	Bonfire Night Celebration Trip to the moon
Trips, Events & Visitors	Whole School Events
Bonfire night celebration Trip to the Moon Christmas Party Nativity	Children in Need Christmas Jumper Day
Questions	Characteristics of Learning
How do we celebrate Bonfire Night? What might we see in space? How is Diwali celebrated? Can you explore light and dark?	<p style="text-align: center;">Playing and Exploring Finding out and exploring Showing curiosity about people, events and places Playing with what they know Representing their experiences in play Being willing to 'have a go' Initiating activities Seeking challenge</p>

