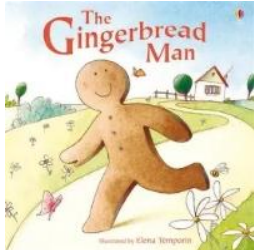


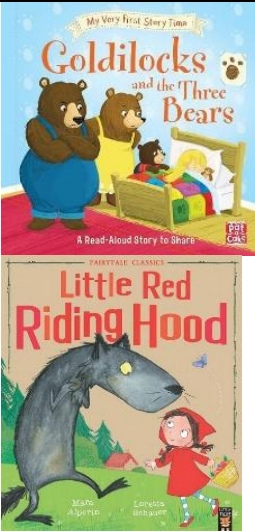
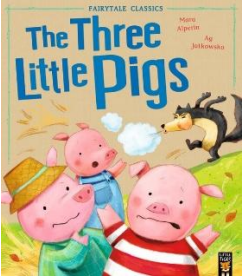
Reception Medium Term Plan - Autumn 1 2026

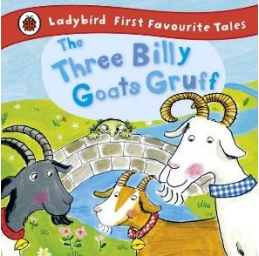
Area	CL		PSED			PD		L			M			UTW			EAD	
Skills	Listening and attention	Speaking	Self-regulation	Managing self	Building relationships	Gross motor	Fine motor	comprehension	Word reading	Writing	Numbers	Numerical patterns	SPM	Past and present	People, culture and communities	The natural world	Creating with materials	Being imaginative
	I can understand how to listen carefully. I can understand why listening is important.	I can talk to my teacher and other supporting adults. I can learn new vocabulary linked to the project learning.	I can recognise different emotions.	I can independently be able to - Use the toilet - Wash hands - Put coat on I can gain confidence to speak to others in their class and to adults. I can explore the Reception environment.	I can seek support from adults when needed. I can gain confidence to speak to others in their class and to adults.	I can move safely within a given space. I can stop safely.	I can use a dominant hand. I can mark make using shapes.	I can listen to stories read and engage in story time. I can independently look at a book, holding it the correct way and turning pages carefully.	I can recognise my written name. I can recognise taught Sounds. I can identify the initial sound in words	I can give meaning to the marks I make as I write. I can copy taught shapes and letters.	I have a deep understanding of numbers 1 – 3. I can subitise up to 3 I can count objects, actions and sounds up to 5 I can show 5 using concrete resources	I can rote count reliably to 5. I can start to compare quantities – equal and unequal - using non-standard mathematical vocabulary – bigger / smaller / same. I can copy and continue patterns.	I can begin to order days of the week I can sequence daily events using words related time	I can identify how I have changed from when I was a baby.	I can talk About my family, my school, my world. I can recognise similarities and differences between myself and my peers.	I can describe what I can see, hear, smell and feel when I am outside.	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.	

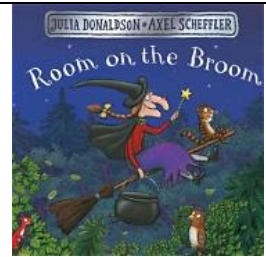
What makes me special?

Question & Book focus Each book/ question is roughly 1 week. However, we may adapt to spend longer or shorter on each question or story based on the interests of the children.	Talk Time ideas- whole class (CL/PSED)	Vocabulary	Adult focus task	Continuous provision ideas (linked to skills)	Outdoor	Phonics	Maths
Week 1&2 (*take first day photos) Concept Cat assessment	During this time we will focus on getting to know the children, ensuring that they feel settled, building their confidence and establishing routines. We will teach children about OPAL and show them where this is. 1. Settling In and Building Relationships The priority is helping children feel safe and happy. We will spend time getting to know each child, introducing them to different adults and helping them form friendships with peers. 2. Learning Routines. We will establish classroom routines. This includes how to hang up their coat, where to put their book bag, how to use the toilets independently, and how to transition between activities (like tidying up, putting puddle suits on, exploring outside provision.) 3. Exploring the Environment Children will spend a lot of time exploring both the indoor and outdoor classrooms. This is "Learning through Play," where they discover how to use different resources, such as construction blocks, the creative corner, and the reading area. Teachers will model play and support children in accessing the resources and environment with respect and care. 4. Social Skills A major focus is learning how to share, take turns, and express needs appropriately. They start practicing how to work together, listen to instructions, and participate in short group carpet sessions. We will share Tapestry, talk about our families, favourite things and allow us all to learn about each other. Children will develop skills such as turn taking and listening.						

	5. Early Literacy and Numeracy Academic learning begins gently through songs, rhyming games, storytime, and counting activities, phase 1 phonics and some enhanced provision activities.						
Week 3 What makes me special? The Gingerbread Man/ The Ugly Duckling 	Talk about what makes us special and different. The Gingerbread Man was super proud of how fast he could run. What is something you can do that makes you feel really proud of yourself? The Gingerbread Man couldn't swim across the river by himself and needed the fox to help him. When is a time you asked for help because you couldn't do something all by yourself? Discussing similarities, differences, unique talents and feelings.	Special, unique, different, same, proud, talent, mirror, identical.	Assessment: Phonics	EAD: Cardboard or paper gingerbread shapes, with collage materials, yarn, fabric. Encourage children to decorate their gingerbread person. Fine motor: Use tweezers to pick up pompoms and small loose parts to decorate the gingerbread man with 'buttons'. Role play: bakery/ café. Bake cookies, sell cookies, take orders. Make a menu. Playdough: Make cookies with playdough. Water: design and build a safe raft or bridge that can carry a small toy or paper gingerbread man safely across the water without getting soggy. Small word: Retell the story or invent a new ending. Construction: Build a Trap for the Fox. Build a bridge to cross the river.	Obstacle Course: a running, jumping, and balancing trail where children practice moving like the Gingerbread Man escaping the fox. Mud kitchen creations: mix up and make mud pies.	Sounds; s and a	Subitising; develop perceptual subitising by recognising quantities of 1–3 without counting and representing them in different ways.
Week 4 Who is special to me? Goldilocks/ Little Red Riding Hood	Discussing families, pets, special people, and caring for others.	Family, special, home, care, share, big, medium, small,	Assessments: Wellcomm Speech and Language Assessments	EAD: Postbox for Special People: children can write cards, fold letters, or draw pictures for family members, friends, or trusted adults Fine motor: Porridge and Picnic Sensory Bins: oats, wooden spoons, and bowls of	Build a den using crates and large construction items.	Sounds; t and i	Counting, cardinality and ordinality; develop counting and 1:1

	Who is special to you? What makes this person special? "My Special People" Circle Time: Children bring in a family photograph or draw a picture of someone special to them, explaining who lives in their house or who cares for them.	porridge, trespass.		varying sizes for tactile sorting and mark making in the oats. Role play: telephone props or writing materials so children can write "invitations" or "thank-you notes" to the people who are special to them playdough. Water: provide jugs, cups, bowls to encourage pouring. Small word: miniature woodland environments with trees, figurines of the characters, and small baskets. Provide loose parts (pebbles, sticks, fabric scraps) for children to build safe houses or cozy dens for Goldilocks or Red Riding Hood. Construction: Use large and small construction materials to build the three bears houses, considering size and strength and what a house needs to keep us safe and construct a bridge to help Little Red Riding Hood cross the forest safely.			correspondence to find how many are in a set and understand that the last number counted tells us the total.
Week 5 What makes a good home? The Three Little Pigs 	What makes a good home?" using the three little pigs' houses. Talk about how the pigs felt scared when the wolf came, and discuss who helps keep children safe when they feel worried or frightened.	Shelter, Sturdy, Materials, Bricks, Straw, Twigs, Safety, Home, Cozy, Protection	Assessment task – draw a self portrait.	EAD: junk-modelling where children use straws, sticks etc to build houses. Use a hairdryer 'the big bad wolf' to test how sturdy their creations are. Fine motor: Peg washing onto the Three Pigs washing line. Role play: home corner. Emphasis on using cutlery, laying the table, meal times. playdough. - make small dens out of playdough. Playdough pigs. Water: explore floating and sinking with different building materials. Small word: miniature woodland environments with trees, figurines of the	Work collaboratively to build life-sized houses big enough for themselves to hide in safely.	Sounds; p and n	Composition; explore how numbers are made from smaller parts, beginning with composing and decomposing 3 and 4.

				characters, and small baskets. Provide loose parts (pebbles, sticks, fabric scraps) to build the Three Pigs houses. Construction: Strong or Wobbly? Use construction materials to build a structure and test how strong it is.			
Week 6 What makes me brave? The Three Billy Goats Gruff 	Explore what bravery feels like in our bodies, talk about times we felt scared or nervous, and discover that everyone needs help or courage sometimes, Complete this sentence: "I feel brave when..."	Troll Bridge Goat Meadow Stomp Gobble Cross Scared Worried Enormous Hungry Underneath	Draw and talk about our family and home.	EAD: Colour mixing; make colours to paint a goat. Fine motor: Using mark making tools such as paintbrushes to create patterns and marks, establishing an early grip. Role play: Taking part in the story and showing our emotions; cross, grumpy, worried scared etc. Playdough: Playdough café; create and serve food to customers to build friendships. Water:. Set up a water tray with plastic streams, toy bridges, floating cork "goats," and small cups. Children can pour water under the bridge, test which objects float across safely, Small word: miniature woodland environments with trees and rivers, figurines of the characters. Provide loose parts (pebbles, sticks, fabric scraps) to build rivers and bridges. Construction: Provide wooden planks, large crates, and blocks so children can engineer and build their own big bridges across a "river"	Build a bridge that we can walk on using large construction materials.	Sounds; m and d	Subitising; develop subitising by recognising quantities and sounds without counting, exploring different arrangements and representing numbers using their fingers.
Week 7 Halloween- Room on the Broom	Explore and find out about how our friends can help us and make us feel special and needed.	Broomstick Witch Dragon Cat Dog Bird	Phonics – s,a,t,p,i,n Initial sounds sorting.	EAD: Colour mixing to make autumn leaves and design pumpkins using a range of materials. Fine motor: Begin to use scissors to make snips in paper and playdough.	Potion Lab; create magic potions using natural resources.	Sounds; g and o ASSESSMENT WEEK	Comparison; compare quantities and use the language 'more than' and



Frog
Cauldron
Fly
Storm

Role play: Re-enact the story and order the characters in the correct order.
Water: Make pumpkin soup and use new language from the story to help make a spell.
Small world: To continue to use the classroom small world areas to create own narratives.
Construction: Build a haunted house, using small and large construction materials to build, balance and connect.

‘fewer than’ to describe sets of objects.