Reception Medium Term Plan - Autumn 2 2026

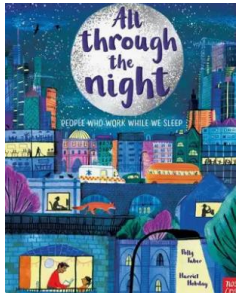
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Area	CL		PSED			PD		L			M			UTW			EAD	
Skills	Listening and attention	Speaking	Self-regulation	Managing self	Building relationships	Gross motor	Fine motor	comprehension	Word reading	Writing	Numbers	Numerical patterns	SPM	Past and present	People, culture and communities	The natural world	Creating with materials	Being imaginative
	I can engage in story times, joining in with repeated phrases and actions. I can begin to understand how and why questions. I can respond to instructions with more than one step.	I can answer questions in front of a whole class. I can use new vocabulary throughout my learning and play.	I can talk about how I am feeling; comfortable, uncomfortable. I can consider how others are feeling and how my behaviour affects that. I can change my behaviour to a range of situations.	I can have confidence to try new activities. I can develop ability to follow the rules of the classroom – I can begin to understand the STAR values of school.	I can identify adults who are 'safe adults', which I can speak to if I am feeling uncomfortable. I can begin to develop friendships. Begin to use the Restorative approach to solve problems with peers with support from adults. I can begin to develop positive relationships with Reception staff.	I can run, change direction and stop on a given signal. I can jump, hop, balance and move in a variety of ways with increasing control.	I can hold a knife and fork correctly. I can begin to use anticlockwise movements and retrace vertical lines. I can hold scissors correctly and cut along a straight or zig zagged line. I can use a tripod grip when mark making. I can write taught letters using correct letter formation.	I can sequence familiar stories. I can join in with repeated phrases and actions in stories. I can begin to answer questions about stories read to me. I can enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.	I can recognise taught Sounds – see scheme. I can blend sounds to read words using taught sounds. I can begin reading captions and sentences using taught sounds.	I can write my name. I can use the correct letter formation of taught letters. I can write words and labels using taught sounds. I can begin to write simple captions using taught sounds.	I have a deep understanding of numbers 1 –-5. I can subitise up to 5. I understand composition and understanding of numbers to 5. I can accurately count concrete objects up to 5. I can match numeral to quantity to 5.	I can rote count reliably to 10. I can compare concrete resources using mathematical language – more than / fewer than. I can find one more than / one less than using concrete resources. I can continue and create simple AB patterns.	I can order days of the week. To recognise and name circle, square, rectangle and triangle. I can begin to explore the properties of 2D shapes. I can make shape pictures.	I know about the past through settings, characters and events encountered in books read in class and storytelling.	I know about people who help us within the local community. I can identify different celebrations and how people celebrate. To talk about how Hindus celebrate Diwali. I know the Christmas story and how it is Celebrated.	I can identify and recognise the features of Autumn. I can identify the features of a woodland and identify the animals that live there. I know that some animals are nocturnal and some hibernate.	I can use different tools for art and D&T – playdough tools, paintbrushes. I can manipulate malleable materials to make a ball and sausage shape. I can select appropriate tools and materials to create with. I can tell others about my creation and signal key parts. I am beginning to recreate familiar stories with adult support through role play and small world.	I can remember some songs and sing them with others when supported by an adult. I can listen to and respond to sounds and experiment with different instruments and their sounds. To talk about whether they like/dislike a piece of music. I can role-play imaginary scenarios linked to experiences and what I have heard / read in stories and non-fiction texts.

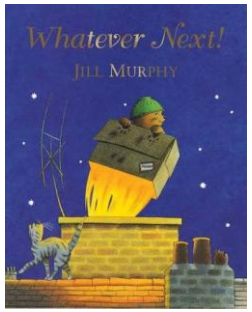
What happens when the sun sets?

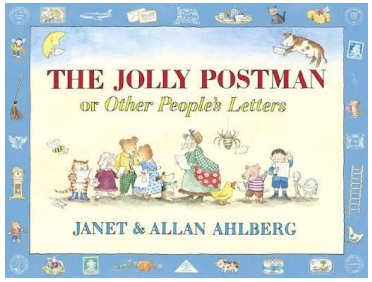
Question & Book focus Each book/ question is roughly 1 week. However, we may adapt to spend longer or shorter on each question or story based on the interests of the children.	**Talk Time ideas- whole class (CL/PSED)**	**Vocabulary**	**Adult focus task**	**Continuous provision ideas (linked to skills)**	**Outdoor**	**Phonics**	**Maths**
Week 1 – The Leaf Thief.	What are those colours in the sky?	Bonfire Fire Flames Smoke Firework	Diwali Lamp (Diva); In preparation for Diwali Celebration.	**Fine Motor**; leaf threading – We will thread leaves onto pipe cleaners or string to make an autumn garland.	Seasonal Walk – Autumn Hunt; to notice	Consolation of previously taught sounds.	Composition - fewer and more.

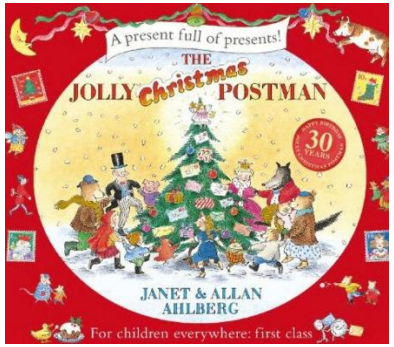
 Celebration: Bonfire		Bang Loud Bright Colour Explode Red Yellow Orange Brown Autumn Falling Crunchy Bare Change	**Drawing Club;** The Leaf Detective – Can you find the lost leaves? Possible words; Dig Map Red Big Lost	**Construction;** build a woodland bonfire – Use blocks, sticks, logs and loose parts to create a pretend bonfire area for woodland animals and talk about keeping safe around fires. **EAD;** firework printing – We will use cardboard tubes, forks or cotton buds to create colourful firework pictures with paint, exploring different marks and patterns. **Small World;** Bonfire Night small world – We will explore what happens on Bonfire Night and how to keep safe. **Maths;** natural patterns – We will use different natural items to create AB, ABB and AAB patterns.	seasonal changes in our local, school, environment – the changes to trees, colours of leaves and sounds. Large/Fine motor – to create firework patterns using large chalks and paintbrushes with chalk/water paints.		
Week 2 – The quiet, little firework. Celebration: Diwali 	What is the festival of light?	Festival Celebrate Diva Lamp Candle Family Tradition Prayer Rangoli	Firework Sounds; Loud or Quiet? – We will use a range of percussion instruments to recreate the sounds we have heard during bonfire and Diwali celebrations to create a class	**Playdough;** Diya Lamps – We will use playdough and a variety of decorative materials to make and decorate our own diya lamps, traditionally used during Diwali. **Home Corner** – Our home corner will become a Diwali celebration space, with colourful fabrics, pretend food, flowers and lights to inspire imaginative play.	Create Rangoli patterns using stencils and powder paints.	c and k no into	Counting, ordinality and cardinality. Deepening their understanding of 5.

			firework orchestra. **Drawing Club;** A magical firework display – how would yours look and sound? Possible words; Pop Tap Bang Spin Fizz Blast	**Fine Motor/Maths/EAD;** We will explore the colourful Rangoli Patterns made for Diwali by creating our own Rangoli designs using coloured rice, lentils, petals and other loose parts. **EAD;** We will use bright colours, glitter, tissue paper and a range of art materials to create colourful pictures inspired by Diwali celebrations and the Festival of Lights.			
Week 3 – All through the night. Night in the city.  	Why aren't you asleep?	Bedtime Sleep Awake Tired Yawn Dream Snooze Cosy Peaceful Street Buildings Streetlights Busy Quiet Dark Bright	Nocturnal Animals – can you sort the nocturnal and diurnal animals? **Drawing Club;** Can you Catch a Star? – Create a star catching machine/ What will it look like?	**Fine Motor;** star rescue – We will use tweezers, tongs and pegs to rescue stars from a night-time sensory tray, helping to develop our fine motor skills. **Construction**– We will use blocks, loose parts and natural materials to design and build cosy homes and shelters for nocturnal animals such as owls, bats and hedgehogs.	Create our own shooting stars using natural materials and wool.	ck and e the	Comparison. Comparing the number of objects in 2 sets.

		Glowing	Possible words; Net Got Big Map Spot Star – children to use sounds they can hear as we haven't learned 'ar', this could look like 'str'.	EAD/UTW; We will explore shadows using torches and different objects, before creating our own pictures inspired by the shapes and shadows we discover. UTW; We will use torches, coloured materials and reflective objects to investigate light and dark, exploring how light travels and how shadows are made.			
Week 4 – The Black Rabbit  	Where did my shadow go? Encourage predictions about what the Black Rabbit might be. Key questions: Who can you see? What do you think is following Rabbit? How might Rabbit feel? Who was the Black Rabbit? Why did Rabbit think he was being followed? What happened at the beginning, middle and end?	Rabbit Shadow Light Dark Scared Frightened Brave Hide Disappear Escape Sunlight Torch	**Teacher-led investigation:** exploring how to make shadows. Made from carboard tubes, elastic bands and cling film. **Drawing Club:** Setting focus: Draw a mysterious place where the black rabbit might hide. Where is the rabbit? What	**Investigation**: Shadow play: Explore making shadows appear, disappear and change size. How can you make the shadow disappear? **Small world:** Retell the story using prompts. **Maths**: comparison of long and short shadows. Use words like 'longest' and 'shortest'. **Creative**: black paper and chalk for shadow pictures.	**PD:** Rabbit's escape course. Create a simple obstacle course with tunnels, stepping stones, hoops and cones.	u and r to	Composition – understanding wholes and parts.

			can you see around it? Examples of CVC words: run, sun, big, hop, leg, den, log, dig, mud, hat, red, sad, hid				
Week 5 – Whatever next?  	What can I see in the night sky? Make predictions: Where do you think the bear might be going? Who might baby bear see in the sky soon?	Night Moon Star Planet Space Earth Sky Bright Dark Twinkle Astronaut Rocket Journey Travel Explore Helmet Crater Launch Adventure	**Sorting items into categories:** vehicles/ methods of transportation/ animals etc **Drawing club:** imagine you are going on your own adventure to the moon. What will your spaceship look like? EXT: write a list of things that you might find on the moon. Examples of CVC words for	Space Role play **Construction**: build a rocket. C&L – small world space scene, add sequencing cards for children to retell the adventure. **Writing** – envelopes for children to write a message to send to someone on the moon/ to home. **Creative**: junk modeling to build rockets and spaceships.	**Maths** mission: Children collect a given number of moon rocks and return them to the rocket.	h and b l	Composition of 3,4 and 5.

			writing: box, bag, mum, hat, jam, cup, bed, sun, red				
Week 6 – The Jolly Postman  	Why is there a tree in the house? On Thursday, Reception has a letter and a parcel delivered from the Jolly Postman. What is it? Open it together – it's a tree. Why has this been delivered? Who is it from? Who do you know that delivers presents?	Christmas Tree Decorate Bauble Tinsel Lights Star Present Gift Sparkly Glitter Festive Hang Postman/lady Letter Card Stamp Address Postbox Doorstep Parcel	**Maths** – numeral matching. Give children some letters and challenge them to deliver each letter to the correct house. **Drawing club – setting focus.** The adventure: What if the Jolly Postman had one very special letter to deliver, but it was addressed to a mysterious house hidden deep in the woods? Invite children to draw a magical house where their own story character lives.	**Home corner** – post office and sorting centre. Add weighting scales, money and a parcel collection point. Add stamps for children to put onto letters. **Writing** – a letter-writing station. **Fine motor** – decorate a Christmas tree. **UTW** – explore trees. Provide pine cones, leaves, twigs, branches. Explore differences.	**UTW** – explore trees. Provide pine cones, leaves, twigs, branches. Explore differences. 'go' and stop games outside to teach CEW 'go'.	ff, f and l go	Counting, ordinality and cardinality. Focus: how many?

			CVC words: zip, van, mud, fox, map				
Week 7 – Christmas/ The Jolly Postman continued.  (Assessment week)	How do we celebrate Christmas?		No drawing club task. Create Christmas cards. Phonics assessments.	**Construction**: create a Christmas village, add roads, paths, bridges and a route for the Jolly Postman. **Literacy** – write a shopping list to Santa **Maths** – sort parcels by size, shape, colour or weight **Creative**: Christmas cards **Home corner:** provide wrapping paper for children to wrap presents.	Phonics sound hunt outside.	ll and ss no Phonics sound assessment.	Area: Noticing and visualising. Focus: Prepositional language.