

**Reception Medium Term Plan
Autumn 1 2025
What superheroes do I know?**

	Week 1 25/8/25	Week 2 1/9/25	Week 3 8/9/25	Week 4 15/9/25	Week 5 22/9/25	Week 6 29/9/25	Week 7 6/10/25	Week 8 13/10/25
Whole school weekly theme	Welcome back/Class rules	Perseverance	Democracy/School council	Harvest	Recycle week	National poetry day	Resilience	Creativity
Diary events		Baseline assessment	Baseline assessment	Phonics meeting for parents				
EYFS Weekly Questions	What can I do? Where can I learn?	What can I do? Where can I learn?	What is a superhero? What dinosaurs' skills am I using to be a superhero?	Who are the superheroes at my house?	Who are the superheroes at my school? (adults)	Who are the superheroes at my school? (children)	Which superhero would you like to be?	How many superpowers do I have?
Talk4writing book focus			Rosie's Walk	Rosie's Walk	Rosie's Walk	Rosie's Walk	Rosie's Walk	Rosie's Walk
CAL	Learning, using, and reinforcing new vocabulary related to the different areas of learning and resources. Speaking in simple sentences. To become familiar with stories linked to spine books and T4W text. Pie Corbett pictures. Talk partners.							
PSED	Beginning and belonging Myself and my relationships							

	<p>My family and friends</p> <p>Walkthrus: Establish expectations Stop – response Cold calling Talk partners</p>
PD	<p>Gross motor PE twice a week – Sporty heroes Kimble’s- To use and remember sequence and patterns of movement related to music and rhythm. Remember patterns and sequences of movements. Explore moving on apparatus in different ways – how to move along different planks/beams Outdoor climbing equipment.</p> <p>Fine Motor PenPals To develop fine motor skills to support a comfortable grip when holding pens and pencils. Form letters/ letter shapes for their own name. Kimble’s Opportunities to develop both gross and fine motor skills through enhanced provision.</p> <p>Self-care How can I be independent?</p> <ul style="list-style-type: none"> • Using the toilet • Washing and drying hands • Put on and take off own coat/ jumpers/aprons/PE kit <p>How to make Healthy choices?</p> <ul style="list-style-type: none"> • Food • Drink • Be active
Literacy	Phonics

	<ul style="list-style-type: none"> • Floppy Phonics – Phase 1 • Floppy Phonics – Phase 2, Level 1+ • Reading books <p>Reading</p> <ul style="list-style-type: none"> • Enjoy listening to stories • Repeat words and phrases from familiar stories • Individual and guided reading • Purple book bags • Book area <p>Writing</p> <ul style="list-style-type: none"> • Make marks • Give meaning to their marks • Practice name writing • PenPal books/letter formation
Mathematical Development	<p>Subitising</p> <ul style="list-style-type: none"> • perceptually subitise within 3 • identify sub-groups in larger arrangements • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds. <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> • relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting.

	<p>Composition</p> <ul style="list-style-type: none"> • see that all numbers can be made of 1s • compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none"> • understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including ‘more than’ and ‘fewer than’ <p>compare sets ‘just by looking’</p>
Understanding the World	<p>Geography</p> <p>Our school - Where can I learn in my classroom/ school?</p> <ul style="list-style-type: none"> • To know that our school is called Coleman Primary School • To know the name of their class • To know where the different areas of learning are: reading, writing, maths, creative, small world, construction areas. • To know the names of the areas of the school: classroom, toilet, garden, PE/dinner hall, music room, office, playground • To know that adults have different roles in the school: teacher, headteacher, cleaner, dinner supervisor, premises officer <p>History</p> <ul style="list-style-type: none"> • To know that we have grown up and learnt to be independent since we started school • To know the name of my class and teacher • To know I go for lunch and PE in the school hall • To know how superheroes at home and school have helped us e.g. My Mum cooks food for me, my teacher helps me to learn <p>T4W – Rosie’s Walk</p> <ul style="list-style-type: none"> • To know that this story was set in the past • To know that in the past, windmills were used to grind flour • To know that flour is made in a factory by machines <p>R.E.</p> <ul style="list-style-type: none"> • What celebrations are special? • To know and understand that people believe and live differently.

	<ul style="list-style-type: none"> • To know and explore the features of celebrations, festivals and special times. <p>French Learning key words and simple phrases.</p> <ul style="list-style-type: none"> • Hello/Goodbye • Counting • Colours • Singing French songs
Expressive Arts and Design	<p>Independent selection of materials and resources within:</p> <ul style="list-style-type: none"> • Loose parts • Creative area • Imaginative area • Outdoor performing area <p>Art</p> <p>Marvellous marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p>Music – Pulse Learning outcomes covered in the unit: Imitate movements in response to music. Keep a steady pulse with some accuracy (e.g. clapping, marching, tapping). Explore, respond and identify long and short sounds. Create a piece of music using long and short sounds. Comment on own and other people’s performances.</p>