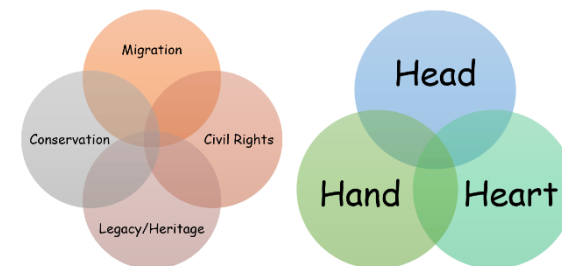


Riversdale Primary School

Medium Term Planning



Year Group	Reception		
Topic	Day & Night/Light & Dark/ Hot & Cold		
Vocabulary	<p>The vocabulary that will be introduced is:</p> <ul style="list-style-type: none"> • Morning/afternoon/night • Breakfast/lunch/dinner • Dark/light • Stars/moon/planets • Nocturnal • Clock/wristwatch/alarm clock/ strap • Day/week/month/year • Remembrance Day • Celebrate • Nativity • Guy Fawkes • Bonfire 		
Big Questions	Why is the sun important?	Is it everyone's bedtime at night time?	How far can you throw your shadow?

Learning Overview

This half term we will be finding out about all about space, festivals, light and dark, day and night.

We will discuss sources of light- sun, moon, stars.

We will be finding out about Mae Jemison.

We will be writing lists for what we would take into space with us and make space passports.

We will send a postcard from space and send invitations to a friend for a picnic on the moon.

We will make 'moon cakes' and sandwiches for our picnic on the moon. We will be measuring using cups to make 'moon cakes', Christmas, and Diwali sweets/biscuits.

We will be making rockets, telescopes and planets using junk modelling.

We will explore the artwork "Starry Night" by Vincent Van Gogh and create our own version.

We will be making shadow puppets and exploring our own shadows.

We will develop an understanding that a shadow is a dark shape that is formed when an object blocks a source of light.

We will experiment with torches.

We will be talking about differences between daytime and night-time and we will be sequencing times of the day.

We will learn about nocturnal animals.

We will be learning about Winter and adaptations of animals to seasonal changes and adapting to their habitats-hibernation & camouflage.

We will be doing science experiments with water-freezing and melting.

We will be learning the difference between information (non-fiction) and a story book (fiction).

We will learn facts about the North & South Pole and locate them on a globe/world map. (Penguins/Polar Bears/Eskimos/ Santa).

We will talk about Remembrance Day and make/paint red Poppies.

We will be learning about Guy Fawkes and we will make fireworks pictures.

We will make posters about how to stay safe around fireworks on Bonfire night.

We will be learning about how Diwali and Christmas are celebrated.

We will be rehearsing our songs and words for our Nativity Play.

We will be making Diya lamps out of clay.

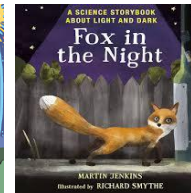
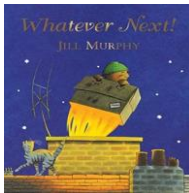
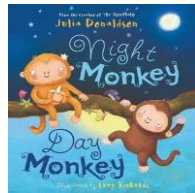
We will draw Rangoli patterns with chalk in the playground.

We will be making Christmas cards and Christmas tree decorations.

We will begin to use our phonics to write in our cards.

Quality Stimulus Text(s)

Supporting texts will link closely to the themes for this half term.



Significant People Past & Present

- Mae Jemison

- Vincent Van Gogh

Subject	Consolidating Learning: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Phonics	<ul style="list-style-type: none"> • Oral Blending-practise hearing sounds (e.g., c-a-t) and blending them into whole words without letters yet. • Phonological Awareness revisiting skills such as rhyme, rhythm, syllables, and alliteration. • Sound Discrimination & Listening Skills-tuning into differences in sounds (environmental, instrumental, body percussion, voice). • Language & Vocabulary continued exposure to rhymes, songs, and stories to expand vocabulary. • Book Behaviours & Story Familiarity-revisiting Nursery knowledge of how books work (front cover, turning pages, following print left to right) 	<p>Week 1:</p> <ul style="list-style-type: none"> • ff ll ss j • new tricky words - put, pull, full, as <p>Week 2:</p> <ul style="list-style-type: none"> • v w x y • new tricky words - and has his her <p>Week 3:</p> <ul style="list-style-type: none"> • z zz qu words with s /s/ added at the end (hats, sits) ch • new tricky words – go, no, to, into <p>Week 4:</p> <ul style="list-style-type: none"> • sh th ng nk • new tricky words - she, push, he, of <p>Week 5:</p> <ul style="list-style-type: none"> • words with s /s/ added at the end (hat,s sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) • new tricky words – we, me, be 	<ul style="list-style-type: none"> • Say the sounds correctly (pronounce each phoneme clearly). • Hear the sounds in words (auditory skill) • Blend sounds to read a simple word (e.g. “m-a-t” → mat) • Segment a word into its individual sounds to write it (e.g. pig → /p/ + /i/ + /g/) • Write simple words using the sounds we know (e.g. cat, pig, dog, sat) • Read simple decodable texts (books that use only the sounds/tricky words we have learned) • ** reread** to improve accuracy, fluency, and to check make sense • Use finger/robot/robot-arm blending (pointing to sound buttons or using fingers under each phoneme) • Apply phonics in writing—in our independent writing, we will use the sounds we know and segment to write • Self-correct: if something doesn’t make sense, we go back, sound it out again, check tricky word memory • Practice tricky words so they become automatic (no need to sound them out) • Review and consolidate previous sounds/tricky words each session so we keep them fresh 	<ul style="list-style-type: none"> • Resilience (keep trying when it’s tricky). • Confidence (believing they are readers). • Empathy & respect (listening, turn-taking). • Self-regulation (focus, patience). • Responsibility & pride (caring for books, practising at home).

			<ul style="list-style-type: none"> • Work in small groups / with a teacher to read practice books and talk about how the words work • Track our progress: noticing which sounds we find tricky and which ones we're more confident with 	
Communication & Language	<ul style="list-style-type: none"> • Listening to short stories and instructions. • Following simple instructions and routines. • Using basic vocabulary to express needs and ideas. • Taking turns in conversation and responding to others. • Understanding that words carry meaning. • Recognising that speaking and listening are important for learning and social interactions. • Using familiar words and phrases to describe events, people, and objects. 	<ul style="list-style-type: none"> • We will know that words have meaning and can be used to share our ideas, thoughts, and feelings. • We will know that listening carefully helps us understand stories, instructions, and information. • We will know that questions help us find out more about the world. • We will know that stories, poems, and songs can help us learn new words and ideas. • We will know that speaking clearly and using new vocabulary helps others understand us. 	<ul style="list-style-type: none"> • We will be able to listen carefully and follow instructions. • We will be able to ask and answer questions about stories, events, and things we notice. • We will be able to use new words and phrases when talking about our experiences. • We will be able to retell stories in order using our own words. • We will be able to take turns in conversations and respond to what others say. • We will be able to describe events, objects, and experiences using sentences and descriptive language. • We will retell and discuss familiar stories using detail. • We will describe objects, settings, and events using sensory language. • We will express opinions and preferences clearly. • We will use time language to describe and sequence events • Take turns in conversation, listening and responding appropriately. • We will use talk to share ideas and solve problems in play. 	<ul style="list-style-type: none"> • We will learn to listen carefully to others and show we understand. • We will learn to share our ideas and experiences clearly with friends and adults. • We will learn to ask questions when we are curious and want to learn more.

			<ul style="list-style-type: none"> • We will ask questions to find out more. • We will listen to others' ideas and build on them using connective language ("Yes, and we could also...") 	
Mathematics	<ul style="list-style-type: none"> • Counting objects and actions reliably. • Recognising some numbers and quantities. • Sorting and comparing objects by size, shape, or quantity. • Exploring simple patterns and sequences. • Understanding that numbers represent amounts. • Recognising patterns and repeating sequences. • Beginning to compare quantities (more, less, same). • Knowing that shapes have names and properties. 	<ul style="list-style-type: none"> • We will know that numbers help us count and measure things around us. • We will know that shapes have different names and properties (e.g., circles, squares, triangles). • We will know that patterns repeat and we can make our own patterns. • We will know that we can compare sizes, amounts, and lengths to understand more or less. • We will know that we can use our hands, feet, and objects to help us count and measure. 	<ul style="list-style-type: none"> • We will be able to count objects and actions up to 10 and beyond. • We will be able to subitise (see and recognise small numbers without counting). • We will be able to match numbers to amounts using objects or pictures. • We will be able to compare numbers to see which is more or less. • We will be able to explore shapes and talk about their features (e.g., sides, corners). • We will be able to create and extend patterns using colours, shapes, or objects. • We will be able to measure length and height using non-standard units (e.g., blocks, hands). • We will be able to use everyday language to describe position and direction (e.g., under, over, next to). 	<ul style="list-style-type: none"> • We will learn to enjoy counting and solving problems together. • We will learn to be curious and ask questions about numbers and shapes. • We will learn to share our ideas and listen to others' thinking. • We will learn to keep trying, even when something feels tricky. • We will learn to celebrate our successes and help our friends. • We will learn to use our maths skills in everyday life, like setting the table or sorting toys.
PSED	<ul style="list-style-type: none"> • Managing some emotions and beginning to self-regulate. • Taking turns, sharing, and cooperating in play. • Following simple rules and routines. • Building friendships and expressing preferences. 	<ul style="list-style-type: none"> • We will know that everyone has feelings and these can change in different situations. • We will know that we are all unique with our own likes, dislikes, and strengths. 	<ul style="list-style-type: none"> • We will be able to name our feelings and talk about why we feel that way. • We will be able to manage our emotions when things are tricky or frustrating. 	<ul style="list-style-type: none"> • We will learn to recognise and respect other people's feelings. • We will learn to be patient, kind, and helpful to our friends.

	<ul style="list-style-type: none"> • Understanding their own feelings and those of others. • Recognising the importance of kindness, fairness, and respect. • Appreciating the role of routines and rules in keeping everyone safe and happy. 	<ul style="list-style-type: none"> • We will know that rules and routines help us feel safe and happy. • We will know that our actions can affect others positively or negatively. • We will know that being kind and helpful makes friendships stronger. 	<ul style="list-style-type: none"> • We will be able to take turns, share, and cooperate with others. • We will be able to follow simple rules and routines independently. • We will be able to solve simple problems with friends using words. • We will be able to look after ourselves and our belongings responsibly. 	<ul style="list-style-type: none"> • We will learn to ask for help when we need it. • We will learn to try again when things are difficult or new. • We will learn to celebrate our achievements and the achievements of others. • We will learn to enjoy working and playing together as a team.
Physical Development	<ul style="list-style-type: none"> • Using large muscles to move confidently (running, jumping, climbing). • Developing hand-eye coordination for tasks like throwing, catching, and building. • Beginning to use one-handed tools (scissors, pencils, brushes). • Managing self-care routines like dressing, washing hands, and feeding. • Understanding that exercise keeps the body strong. • Recognising the importance of hygiene and self-care. • Knowing that careful use of tools helps us complete tasks safely. 	<ul style="list-style-type: none"> • We will know that our bodies can move in lots of different ways — we can run, jump, hop, skip, and climb. • We will know that moving our bodies helps us to grow strong, healthy, and fit. • We will know that we need rest, sleep, food, and water to stay healthy. • We will know that washing our hands and keeping clean helps stop germs from spreading. • We will know that our big muscles help us to run, jump, and climb, and our small muscles help us to draw, cut, and write. • We will know how to use tools safely, like scissors, pencils, and paintbrushes. • We will know that we need to keep safe when moving and playing, and make sensible choices. • We will know that different weather means we wear different clothes — like coats 	<ul style="list-style-type: none"> • We will be able to move confidently and safely in different ways, using space carefully. • We will be able to balance and control our bodies when we move. • We will be able to use our hands and fingers carefully to cut, draw, build, and write. • We will be able to hold our pencil correctly and form clear shapes and letters. • We will be able to look after ourselves by washing, dressing, and keeping clean. • We will be able to choose healthy foods and know when we need to rest or drink water. • We will be able to follow safety rules when using equipment inside and outside. • We will be able to try again when something is tricky and keep practising new skills. 	<ul style="list-style-type: none"> • We will learn to feel proud of what our bodies can do. • We will learn to keep trying, even when something feels hard. • We will learn to wait for our turn and share equipment kindly. • We will learn to encourage others and celebrate their achievements. • We will learn to listen to our bodies when we feel tired, hungry, or cold. • We will learn to make safe choices when we are moving or using tools. • We will learn to look after ourselves and others with care and respect.

		when it's cold and hats when it's sunny.		
Literacy	<ul style="list-style-type: none"> • Listening to stories and rhymes. • Recognising some letters and their sounds. • Attempting to write letters or marks to represent words. • Beginning to talk about stories and characters. • Understanding that print carries meaning. • Knowing that letters correspond to sounds. • Recognising familiar words and simple labels in the environment. 	<ul style="list-style-type: none"> • We will know that letters have names and sounds. • We will know that words are made of letters and that they carry meaning. • We will know that stories, poems, and information books help us to learn new things and understand the world. • We will know that sentences start with a capital letter and end with a full stop. • We will know that pictures and words together help us understand stories. • We will know that reading helps us understand new ideas and experiences. 	<ul style="list-style-type: none"> • We will be able to hear and say the sounds in words (phonics). • We will be able to read simple words and sentences using our phonics knowledge. • We will be able to recognise and write letters correctly. • We will be able to spell some simple words by sounding them out. • We will be able to read or retell familiar stories using our own words. • We will be able to write sentences or captions about our experiences, ideas, or stories. • We will be able to listen to stories and answer questions about what happens. 	<ul style="list-style-type: none"> • We will learn to take pride in our writing and reading. • We will learn to keep trying, even when words are tricky. • We will learn to listen to others when they read or share stories. • We will learn to share our ideas and stories with friends and adults. • We will learn to be curious about new words and books. • We will learn to help each other and celebrate when someone reads or writes well. • We will learn to enjoy reading and writing as a way to explore and express ourselves.
Understanding the world	<ul style="list-style-type: none"> • Exploring the natural world and noticing changes. • Using simple tools and technology to investigate. • Talking about family, home, and community. • Observing and describing objects, animals, and events. • Understanding that living things and the environment change over time. • Knowing that tools and technology help us find out more. • Recognising similarities and differences in people, animals, and places. 	<ul style="list-style-type: none"> • We will know that people have different lives, families, and experiences. • We will know that we all have routines and special times in our day and year. • We will know that the natural world changes with the seasons, weather, light, and temperature. • We will know that plants, animals, and materials have different properties and needs. • We will know that technology can help us find out information, communicate, and explore ideas safely. 	<ul style="list-style-type: none"> • We will be able to observe and describe changes in the world around us. • We will be able to ask questions and explore answers using what we see, hear, and do. • We will be able to use simple tools and technology safely (e.g., computers, tablets, magnifying glasses). • We will be able to sort, compare, and group objects, materials, and living things. • We will be able to talk about similarities and differences in people, animals, and places. 	<ul style="list-style-type: none"> • We will learn to be curious and ask questions about the world around us. • We will learn to look after living things and the environment with care. • We will learn to listen to others' ideas and share our own observations. • We will learn to work together and help each other during investigations and experiments. • We will learn to enjoy discovering new things and celebrating our learning.

	<ul style="list-style-type: none"> Beginning to understand cause and effect. 	<ul style="list-style-type: none"> We will know that “cause and effect” means that some things happen because of something else. 	<ul style="list-style-type: none"> We will be able to investigate simple problems and explain what we discover. 	<ul style="list-style-type: none"> We will learn to respect differences in people, places, and cultures.
Expressive Art & Design	<ul style="list-style-type: none"> Using paint, crayons, and other materials to make marks and simple creations. Exploring rhythm, movement, and sound. Engaging in imaginative and pretend play. Experimenting with mixing colours or making patterns. Understanding that art and music can express ideas, feelings, and stories. Knowing that different materials and tools can create different effects. Appreciating that imagination can be used to explore real and pretend situations. 	<ul style="list-style-type: none"> We will know that we can use different materials, tools, and techniques to make art. We will know that lines, shapes, colours, textures, and patterns can be used to show ideas and feelings. We will know that music and movement can express different moods, stories, and emotions. We will know that role play and pretend play help us tell stories and explore ideas. We will know that our imagination and creativity can help us solve problems and make new things. 	<ul style="list-style-type: none"> We will be able to use pencils, paint, scissors, glue, and other tools safely. We will be able to mix colours, make patterns, and create different textures in our artwork. We will be able to explore and perform with music and movement, following rhythm and beat. We will be able to take part in role play, pretending to be different characters or acting out stories. We will be able to plan and make choices about what materials and tools to use. We will be able to talk about our creations and explain what we have made and why. 	<ul style="list-style-type: none"> We will learn to be proud of our creations and celebrate our ideas. We will learn to listen to and appreciate other people’s work. We will learn to take risks and try new ways of making and performing. We will learn to share resources and work together on creative projects. We will learn to use our imagination to explore stories, feelings, and ideas. We will learn to enjoy expressing ourselves through art, music, dance, and role play.