



Reception Medium Term Planning

Topic: *Myself and My World*



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What will we know, do and understand?	Throughout this topic, children will share what they know about themselves and their families. They will compare what makes them similar and different to their friends. Following this we will explore transport and the different ways we can travel around the world, exploring different countries and occupations.
Key vocabulary	Tier 1: family mum dad brother sister car bus tram train aeroplane bike house street building city town shop village world fast slow Tier 2: country explore journey travel holiday passenger ticket passport recycling truck emergency vehicles petrol land air water Tier 3: tourism vacation currency transport voyage location navigates engine radar runway control tower
Inquiry Questions	Who is in your family? Can you name parts of the body? Can you talk about things you like as well as don't like? Can you talk about how you have changed since you were a baby? How have vehicles changed? How do people use different vehicles?

Date W/C	3/09/25 - 5/09/25	8/09/25 - 12/09/25	16/09/25 - 21/09/25	22/09/25 - 26/09/25	29/09/25 - 3/10/25	6/10/25 - 10/10/25	13/10/25 - 17/10/25	20/10/25- 23/10/25
Wow Moments	Welcome to school	Celebrate me week	Celebrate my family week	Celebrate our world week	World Habitat Day	Walk around the local area	Visit from significant person (People who help us)	Phonics Workshop for parents

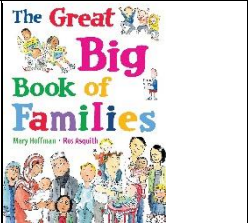
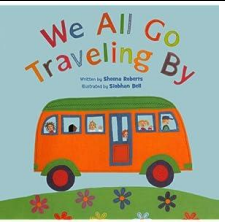
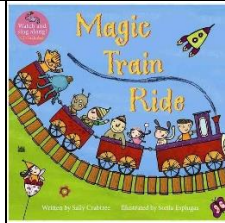
Prime Areas of Learning

Communication and Language Listening, Attention and Understanding	Understand how to listen carefully and why listening is important. Understands why questions. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Enjoys and engage in story times by asking and answering questions. Listen to new vocabulary taught during story time.
Communication and Language Speaking	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk in a range of play situations.

Personal, Social and Emotional Development Self-Regulation	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Following instructions involving several ideas or actions: putting away our belongings, learning which colour group they are in.
Personal, Social and Emotional Development Managing Self	Become more outgoing with unfamiliar people and show more confidence in new social situations. Be increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying hands thoroughly. My Feelings, Healthy Eating, Handwashing, Taking care of my body and being a safe pedestrian.
Personal, Social and Emotional Development Building Relationships	Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community (Weekly Virtue). (People Who Help Us/People Who are special to us)

Physical Development Gross Motor skills	Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene. Develop their core strength to achieve a good posture when sitting at a table or on the floor. Handwashing when coming from outside or before eating snack.
Physical Development Gross Motor skills	Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.

Specific Areas of Learning

<p>Literacy Key texts</p>	<p>Welcome week</p>		<p>Attempt to label the people in their families.</p>		<p>Attempt to label vehicles and the sounds they make.</p>		<p>Children design their own magic train ride ticket.</p>
<p>Literacy Comprehension</p>	<p>Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Rhyming strings. Retelling stories discussed during literacy and story time.</p>						
<p>Literacy Word Reading</p>	<p>Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing. Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word</p>						
<p>Literacy Phonics</p>	<p>By the end of autumn 1, children in reception will read single-letter Set 1 sounds (first 16)</p>						
<p>Literacy Writing</p>	<p>Write some or all of their name. Write some letters accurately. Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Name writing</p>						
<p>Mathematics Number</p>	<p>Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, e.g., showing correct number of objects to match numeral 5.</p>						
<p>Mathematics Numerical Pattern</p>	<p>Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: length & size</p>						

Mathematics Arc Maths	Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting
Mathematics Vocabulary	Count, describe, pattern, first, second, third, before, after, next, same, different, compare, guess

Understanding the World Past and Present	Begin to make sense of their own life story and family's history. Show interest in different occupations. Share books about families and discuss how families have changed throughout years. Explore different cultures within families. Look at photographs from childhood and discuss changes over time. Go on a local walk and draw the features of the community. How did people travel throughout history? How has this changed? What vehicles have been invented? How does this help us? Who uses these vehicles?
Understanding the World People, Cultures and Communities	Explore their immediate environment Know the name of their school. Continue developing positive attitudes about the differences between people. Understand that some places are special to members of their community -The Church (Talk about some aspects of a religious or belief stories/Nativity/God/Jesus). Recreate religious and belief stories through small world play. Recognise that people have different beliefs and celebrate special times in different ways. Draw information from a simple map. Harvest Festival/Harvest Festivals Around the World. Diwali Arouse awareness of features of the environment in the setting and immediate local area: Local Walk-My town (Draw and create their own maps using real objects, and/or pictures and symbols/Share play maps and small world to allow children to create their own environments. Use a simple map with symbols to spot features in the local community).
Understanding the World The Natural World	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them (Autumn). Use all their senses in hands on exploration of natural materials. Our senses. How are vegetables harvested? Forces-Pushes & Pulls. Experience different types of scientific enquiry (Observing over time).

Expressive Arts and Design Creating with Materials	Painting Self portraits. Explore different materials, develop their ideas about how to use them and what to make (Loose parts). Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Junk modelling vehicles.c
Expressive Arts and Design	Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen with increased attention to sounds.

Bring Imaginative and Expressive	<p>Days of the week song. Start & stop together.</p> <p>Body sounds.</p> <p>Some control with percussion using percussion eggs and exploring making them loud, quiet & silence.</p>	
Kapow: Music	Exploring sound	

RE	Creation and Covenant	
RSE	<p>Handmade with Love</p> <p>I am me</p>	