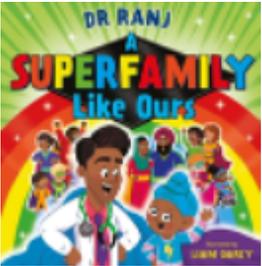
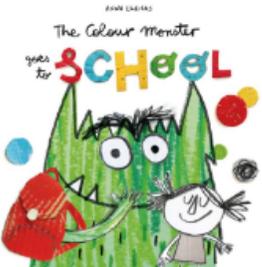


Reception  
Medium Term Plan - Autumn One

| Hazelbury Value                                                                   | Rights Respecting Focus                                                           | Oracy Focus                                                                                                                                | Enrichment and Experiences |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
|  |  |  <p>To show proof of listening – track the speaker.</p> | Forest School              |

| Week  | Communication and Language and Literacy                                                                                                                                           | PSED                                                                                  | Physical Development                                                                                                                  | Mathematics                                                                                           | Understanding the world                                                                                                                                 | Expressive Arts and Design                                                                           | Music                                                                                                     |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Two   | <p><b>All are Welcome</b></p>  <p>Key word: Different<br/>Outcome: Practise writing my name</p> | <p><b>Super Me</b><br/>(Lesson One)</p> <p><b>Mindfulness:</b><br/>Breathing Ball</p> | <p><b>Introduction to PE:</b></p> <p>Unit 1<br/>Lesson 1<br/>To move safely and sensible in a space with consideration of others.</p> | <p>Say numbers in order to 5.</p> <p>Counting objects to five, matching number name to each item.</p> | <p><b>All About Me</b><br/>Key Word: Individual</p>                                                                                                     | Art Focus: Portraits                                                                                 |                                                                                                           |
| Three | <p><b>A Superfamily Like Ours</b></p>                                                                                                                                             | <p><b>Super Me</b><br/>(Lesson Two)</p> <p><b>Mindfulness:</b><br/>Breathing Ball</p> | <p><b>Introduction to PE:</b></p> <p>Unit 1<br/>Lesson 2</p>                                                                          | <p>Show finger numbers up to 5.</p> <p>Linking numerals to</p>                                        | <p><b>Past to Present - All about me</b><br/>Key Word: history<br/><i>Talk about the lives of the people around them and their roles in society</i></p> | <p><b>Design and Technology</b><br/><b>Focus:</b> Creating a photo frame<br/>Key word: construct</p> | <p><b>Me! Step 1</b><br/><b>Listen and Respond</b></p> <p><b>Explore and create games:</b> Pat a cake</p> |

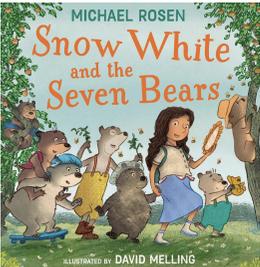
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|             |  <p>Key word: family<br/>Outcome: Label members of my family</p>                                                   | <p><b>Yoga:</b> Animal</p>                                                                                         | <p>To develop moving safely and stopping with control.</p>                                                | <p>amounts up to 5.</p>                         |                                                                                                                                                                                         | <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p>                                                                                                                            | <p><b>Sing and play:</b> Pat a cake</p>                                                                                                         |
| <p>Four</p> | <p><b>The Colour Monster Goes to School</b></p>  <p>Key word: nervous<br/>Outcome: The colour monster felt...</p> | <p><b>Super Me</b><br/>(Lesson Three)</p> <p><b>Mindfulness:</b><br/>Breathing Ball</p> <p><b>Yoga:</b> Animal</p> | <p><b>Introduction to PE:</b></p> <p>Unit 1<br/>Lesson 3<br/>To use equipment safely and responsibly.</p> | <p>Explore the composition of numbers to 5.</p> | <p><b>Our Home - Edmonton</b><br/>Key word: town<br/><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> | <p><b>Design and Technology: Techniques and materials</b><br/><b>Focus:</b> Creating a photoframe<br/>Key word: construct<br/><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> | <p><b>Me! Step 2</b><br/><b>Listen and Respond</b></p> <p><b>Explore and create games:</b> 1,2,3,4,5</p> <p><b>Sing and play:</b> 1,2,3,4,5</p> |
| <p>Five</p> | <p><b>We Catch the Bus</b></p>                                                                                                                                                                      | <p><b>Super Me</b><br/>(Lesson Four)</p> <p><b>Mindfulness:</b><br/>Breathing Ball</p>                             | <p><b>Introduction to PE:</b></p> <p>Unit 1<br/>Lesson 4<br/>To use different travelling</p>              | <p>Explore the composition of numbers to 5.</p> | <p><b>What transport do we use?</b><br/>Key word: transport</p>                                                                                                                         | <p><b>Design and Technology: Evaluation</b><br/><b>Focus:</b> Creating a photoframe<br/>Key word: construct</p>                                                                                                                                                              | <p><b>Me! Step 3</b><br/><b>Listen and Respond</b></p> <p><b>Explore and create games:</b> Name song</p>                                        |

# Reception

## Medium Term Plan - Autumn One

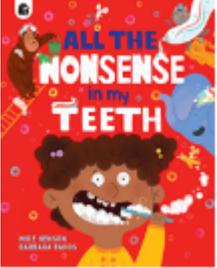
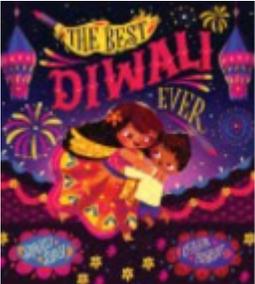


Hazelbury Primary School

|            |                                                                                                                                                                                     |                                                                                                                 |                                                                                                                         |                                                 |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                      |                                                                                                                                                                 |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |  <p>Key Word: different<br/>Outcome: I love....</p>                                                | <p><b>Yoga:</b><br/>Autumn</p>                                                                                  | <p>actions whilst following a path.</p>                                                                                 |                                                 |                                                                                                                                                                                                                     | <p><i>Share their creations, explaining the process they have used.</i></p>                                                                                                                                                                          | <p><b>Sing and play:</b> Name song</p>                                                                                                                          |
| <p>Six</p> | <p><b>Snow White and the Seven Bears</b></p>  <p>Key word: Quest<br/>Outcome: Where is the....</p> | <p><b>My Body</b><br/>(Lesson One)</p> <p><b>Mindfulness:</b><br/>Breathing Ball</p> <p><b>Yoga:</b> Autumn</p> | <p><b>Introduction to PE:</b></p> <p>Unit 1<br/>Lesson 5<br/>To work with others cooperatively and play as a group.</p> | <p>Explore the composition of numbers to 5.</p> | <p><b>Transport - Past to Present</b><br/>Key Word: history<br/><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> | <p><b>Artist Introduction</b><br/><b>Medium:</b> Clay<br/><b>Focus Artist:</b><br/>Key Word: roll<br/><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> | <p><b>Me! Step 4</b><br/><b>Listen and Respond</b></p> <p><b>Explore and create games:</b> Five Little Ducks</p> <p><b>Sing and play:</b> Five Little Ducks</p> |

# Reception

## Medium Term Plan - Autumn One

|              |                                                                                                                                                                                      |                                                                                                                   |                                                                                                     |                                                                                                           |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                            |                                                                                                                                                                   |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Seven</p> | <p><b>All the Nonsense in my Teeth</b></p>  <p>Key word: absurd<br/>Outcome: Now that's absurd.</p> | <p><b>My Body</b><br/>(Lesson Two)</p> <p><b>Mindfulness:</b><br/>Breathing Ball</p> <p><b>Yoga:</b> Autumn</p>   | <p><b>Introduction to PE:</b></p> <p>Unit 1<br/>Lesson 6<br/>To follow copy and lead a partner.</p> | <p>Talk about and explore 2D shapes.</p>                                                                  | <p><b>Our Bodies - Healthy Eating</b><br/>Key Word: healthy</p>                                                                                                                                                                                         | <p><b>Technique</b><br/><b>Medium:</b> Clay<br/><b>Focus Artist:</b><br/>Key Word: roll<br/><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> | <p><b>Me! Step 5</b><br/><b>Listen and Respond</b></p> <p><b>Explore and create games:</b> Things for fingers</p> <p><b>Sing and play:</b> Things for Fingers</p> |
| <p>Eight</p> | <p><b>The Best Diwali Ever</b></p>  <p>Key word: Diwali<br/>Outcome:</p>                           | <p><b>My Body</b><br/>(Lesson Three)</p> <p><b>Mindfulness:</b><br/>Breathing Ball</p> <p><b>Yoga:</b> Diwali</p> | <p>Games session- multi-skills</p>                                                                  | <p>Continue, copy and create repeating patterns.</p> <p>Talk about and identify patterns around them.</p> | <p><b>Celebrations: Divali</b><br/><b>Key word: celebrate</b><br/><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></p> | <p><b>Evaluation</b><br/><b>Medium:</b> Clay<br/><b>Focus Artist:</b><br/>Key word: roll<br/><i>Share their creations, explaining the process they have used.</i></p>                                                                      | <p><b>Me! Step 6</b><br/><b>Listen and Respond</b></p> <p><b>Explore and create games:</b> Our Favourite</p> <p><b>Sing and perform:</b> Our Favourite</p>        |