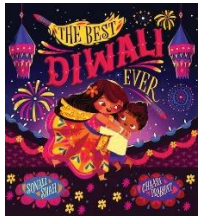
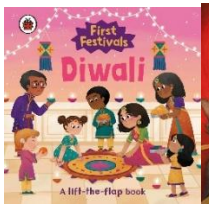
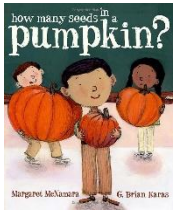
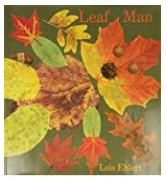
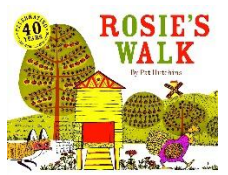
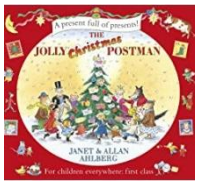
Thomas Reade Primary School - Reception Medium Term Curriculum Plan - 2026/2027



Autumn Term 2 – What do we celebrate? How do we celebrate?

Possible ideas or lines of enquiry - these may be changed or adapted depending on cohorts needs and interests.	Enrichment days/weeks
Changing seasons – continuation and consolidation from last term Bonfire Night/Fireworks - Jackson Pollack What is Diwali? How is it celebrated? Remembrance Day – who are we remembering? How do we celebrate Christmas? How do other people celebrate Christmas? What are Christmas traditions?	Bonfire Night - 5th November Diwali – 8th November Remembrance Day - 11th November World Nursery Rhyme Week – 9 -13th November Children in Need - 13h November Walk around our local area - post letters – 4th December? Singing at Bridge House? - TBC Visiting panto – 8th December Christmas Jumper Day - 10th December Nativity Performance – 14th - 15th December

Possible new vocabulary	Possible new texts
Pumpkin, seeds, slimy, stringy, vine, estimate, scoop, tallest, shortest. Festival, celebration, Hindu, Sikh, Diwali, Rangoli pattern Maple, birch, hickory, oak tree. Postal service, stamp, letter, envelope, address Christmas, cultures, countries, traditions Mary, Jesus, God, Joseph, Angel Gabriel, King, nativity, manger, stable	+ many other Christmas stories!

Communication and Language

Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's backand-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Intent

Listening, Attention and Understanding:

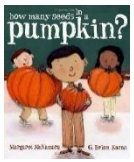
- Can demonstrate good listening behaviours
- Follows simple instructions (with two or more parts) reliably
- Engages in story times
- Likes to join in with familiar songs and rhymes
- Can talk to others and take it in turns to speak

Speaking:

- Starting to share ideas with familiar adults
- Can talk to others (adults and children)
- Uses talk to organise thoughts
- Can listen to and talk about stories, rhymes and non-fiction
- Can share ideas using talk as a tool
- Can say how they feel using talk as a tool

Implementation

- Circle times
- Show and Tell opportunities
- Reading spine texts read regularly
- Vocabulary tree
- Daily story time – at least 20 minutes per day
- Role-play areas
- Daily singing (nursery rhymes, songs within daily routines)
- Quality talk, questioning and modelling through interactions in continuous provision
- Access to non-fiction texts
- Children to vote for 'story time' texts giving reasons
- Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', and 'evaporating'; in music: 'percussion', 'tambourine'.
- See development matters for further guidance

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
What is bonfire night? Discussion about text, sharing ideas and using talk to make predictions.  	Discussion about Remembrance Day. What are we thankful for? Discussion about Children in Need. What are we thankful for? How can we help others who aren't as lucky?	Learning to recite a repetitive, rhyming story.  Welly Walk to use vocab!	Learning Nativity songs and speaking parts. Retelling the story of Rosie's Walk with puppets and picture prompts to help.	Learning Nativity songs and speaking parts.	Learning to be able to say where we live. House name/number and street name.	Nativity performance

Personal, Social and Emotional Development

Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Intent

Staying Safe:

Self-Regulation

- Can identify a range of different feelings
- Keeps trying when they find something difficult
- Starting to sit and listen more consistently during adult led group times
- Can follow simple instructions

Managing Self

- Starting to try new activities
- Starting to be aware of rules in the classroom
- Can dress and undress for going outside (coat, shoes, hat etc)
- Starting to know ways to stay healthy

Building Relationships

- Plays with a small group of children, sharing ideas
- Starting to form good relationships with the familiar adults in the class
- Can express and identify feelings
- Expresses basic needs to familiar adults

Implementation

- Planned and spontaneous circle times
- Conflict resolution
- Parents' information sheets 'Ask Me About'
- Routines and rules of the setting
- Promote development of independence, resilience and emotion intelligence
- Discussions at snack time and involving children in snack time
- Encouraging more independence at drop off in the mornings and when choosing to go outside/come inside.
- Weekly PE
- Daily meditation/calming session to music
- Walk in local area – road safety

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
How I feel		Working together			Being Safe	
Loose Parts – feelings faces Identify and understand basic emotions.	Regulating Reggie Recognise how to regulate emotions.	How might they be feeling? Understand how others may be feeling.	Show and share Understand the importance of sharing.	Staying safe by the road Understand aspects of road safety. (Prepare for walk to the post box and bridge house)	My turn taking wand Understand the importance of turn-taking.	Staying Safe when out and about Understand ways to stay safe when out and about.
Staying Safe - Fire Burns: Bonfire Night - 5th November Sessions and provocations re. fire safety	Remembrance Day - 11th November Remembering the people and animals who have died in war. Watch animation on CBeebies and discuss. Take part in 1 minute silence.	Children in Need – face paint? Spotty enhancements				

Physical Development

Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Intent	Implementation
Gross Motor Skills: • Uses lots of different ways to move appropriately • Can climb over, under and through obstacles Fine Motor Skills: • Can show good pencil control when mark making and drawing • Can use cutlery and other one handed equipment	• Weekly PE lessons planned and delivered by Mrs Moulster • Using the outside area to create obstacle courses • Well stocked playdough, painting, sand and water area • Finger gym (Funky Fingers) area always available • Correctly modelled handwriting • Dough Disco • Dance/movement breaks daily – Go Noodle • Provide advice but where ***possible do not*** cut food for children at lunchtime • Continuously check the progress of children's handwriting (pencil grip, letter formation: including directionality) Provide extra help and guidance when needed.

Literacy

Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Intent	Implementation
Writing: • Can write some lower case letters correctly • Can write some upper case letters correctly for letters they know e.g. own name, Mum, Dad, siblings etc • Can identify known letters to match initial sounds (Phase 2) • Can match Phase 2 letters and sounds • Can write CVC words and labels • Can write simple labels • Starting to write simple captions • Can say a simple sentence for writing (orally and count words)	• Daily pencil control/name writing/letter formation support for those who need it • High quality daily phonics sessions • Fidelity to the ELS scheme • Interventions for the lowest 20% and those falling behind the phonics programme • Half-termly summative phonic assessments • Half termly summative HRS word assessments • Daily sheet sent home to communicate sound of the day to parents and for children to practise sounds • Reading Record for parents to share what they read at home with children • Daily story time and singing

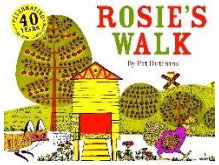
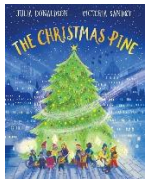
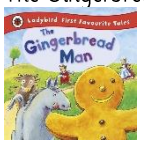
Comprehension:

- Can retell the key events in a story
- Starting to recall facts from non-fiction books
- Can talk about what has happened in a story so far
- Can listen carefully to stories, rhymes, non-fiction and songs

Word Reading:

- Can match most of the Phase 2 letters and sounds
- Can say the Phase 2 sounds in CVC words
- Beginning to blend the sounds together
- Can segment and blend CVC words
- Can read most of the Phase 2 HRS words
- Starting to read captions e.g. the cat and the dog

- Reading book matched to the child's phonic stage.
- Engaging, meaningful writing activities
- Sounds and HRS words to be displayed in writing area and sound/word mats to be available in other areas of the classroom.
- Weekly group reading sessions using a book matched to their phonics and focusing on an objective to move their reading on progressively

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phase 3 – j, v, w, x HRSW: he, she, buses	Phase 3 – y, z, zz, qu, ch HRSW: we, me, be World Nursery Rhyme Week - 10-14th Nov Celebration of nursery rhymes. Retelling nursery rhymes with puppets/spoons. Writing CVC words on A5 phoneme frames	Phase 3 – sh, th, ng, nk HRSW: push Writing CVC words on sheet for learning journeys Tricky words roll and read game	Phase 3 – ai, ee, igh, oa HRSW: was, her Initial sounds and CVC words and captions using Phase 2 and Phase 3 covered so far	Phase 3 - es  What is a letter? Write letters to Santa, post letters to Santa.	Phase 3 – review HRSW: my, you Christmas phonics applying skills of blending and segmenting. Phonics games and activities.	Phase 3 – review Assessment of Phase 2 and 3 (taught so far) Assessment of HRS words from T1 and T2
Drawing Club: Pumpkin Soup  **What would you put in the soup?** Vocab: Clattered, Murmured, Scoffed, Slurp, Sobbed, Squabble, Trudged, Waddle, Rumpus	Drawing Club: CBeebies clip for Remembrance Day https://www.youtube.com/watch?v=pv_ub7Be7oA **Where could the animals hide?** Vocab: Flutter, Bounce, Gloomy, Trembled, Ray (of light/hope)	Drawing Club: We're going on a Leaf Hunt  **What sort of hunt would you go on? Where would you go?** Vocab: Smooth, bumpy, brittle, crisp, pointy, flat, swishy, crunchy, stumble	Drawing Club: Rosie's Walk  **How can the fox trap Rosie?** Vocab: Creeping, Oblivious Scarper, Weary	Drawing Club: The Christmas Pine 	Drawing Club: The Gingerbread Man  **Where could the Gingerbread Man hide from the fox?** Vocab: Special, Tiny, Farther, Galloped, Sly, Cunning, Dashed.	Drawing Club: The Snowman (animation)  **What could happen on your adventure with the snowman?** Vocab: Astonished, Dawn, Magical, Disappear

Mathematics

Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Intent	Implementation
Number: • Can count to 5 using different mathematical resources • Can match numeral and quantity to 5 • Can quickly say how many there are (up to 3) in different arrangements • Can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this Numerical Patterns: • Can count to 10 by rote • Compares manipulatives e.g. saying one tower is smaller/bigger • Finds one more/one less using resources • Can copy and continue patterns • Creates own patterns	• High quality daily maths whole class lesson • Maths opportunities in continuous provision • Various books and texts • Adult led activities • Daily counting (including songs) • Identify children who have had less prior experience of counting and provide additional opportunities for counting practice. • Five frames, number frames, dice games, • Shadow 2D/3D shadow shapes when tidying up • Water and sand areas • Daily discussion about time/days of week (tomorrow will be, yesterday was)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Mastering Number: Counting, Ordinality and Cardinality: Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Match, Sort, Compare Step 6 – Create sorting rules	Mastering Number: Comparison: Comparison of sets – by matching Use the language more than, fewer than, an equal number Match, Sort, Compare Step 7 – Compare amounts	Mastering Number: Composition: Explore the concept of 'whole' and 'part' Measure and Patterns Step 1 – Compare size	Mastering Number: Composition: Focus on the composition of 4 and 5 Measure and Patterns Step – 2 Compare mass	Mastering Number: Counting, Ordinality and Cardinality: Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 Measure and Patterns Step 3 – Compare capacity	Measure and Patterns Step 4 – Explore simple patterns Step 5 – Copy and continue simple patterns Step 6 – Create simple patterns Circles and Triangles Step 1 – Identify and name circles and triangles AUTUMN TERM MATHS ASSESSMENT	Circles and Triangles Step 2 – Compare circles and triangles Step 3 – Shapes in the environment Step 4 - Describe position Shapes with 4 sides Step 1 - Identify and name shapes with 4 sides Step 2 – Combine shapes with 4 sides AUTUMN TERM MATHS ASSESSMENT

Understanding the World

Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Intent

Past and Present:

- Talks about changes that have happened during their life
- Talks about own family and people in the community and their roles
- Becoming more aware of the past linked to myself and my family and how it has changed
- Can talk about what they see in pictures of the past

People, Cultures and Communities:

- Can make detailed observations of the world around them thinking about their senses – feel, hear, see, smell
- Starting to explore the natural world
- Can talk about how different people celebrate
- Uses stories and pictures to talk about life in different countries

The Natural World:

- Can describe what they can see, hear and feel outside
- Talks about where they live, including the weather
- Can talk about forces e.g. push and pull
- Talks about the differences in materials

Implementation

- RE and PHSE group times
- Work on the seasons
- Festivals/Celebrations – Diwali, bonfire (Guy Fawkes), Remembrance, Christmas.
- Various books with pictures set in the past – Peepo! The Tiger who Came to Tea
- Looking at the local environment map – where do we live?
- People who help us – what do member of our community do?
- Familiarise children with the name of the road, and or village/town/city the school is located in
- Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features
- Walk in local area – road safety (post letters)
- Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Bonfire Night - 5th November Sessions and provocations re. fire safety and history of why we celebrate bonfire night	Remembrance Day - 11th November - Remembering the people and animals who were injured or died in wars. Watch animation on CBeebies and discuss. Take part in 1 minute silence.	Welly walk – observe and discuss changes from previous welly walk. Take photos and looks at differences between the trees. Changing seasons 		Post letters to Santa (visit from a Postman?) Link to PSED about Road Safety.	Pantomime – 9th December Christmas Jumper Day - 11th December Christmas around the World and Christmas traditions: Olaf's Christmas Adventure 	Nativity performances

RE – Key Question: What do people celebrate and why?
- People like celebrating the important events in life.
- Celebrations help people feel part of a community.
- Celebrations often involve special foods.
- There are lots of ways to celebrate.

Expressive Arts and Design

Educational Programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Intent

Creating with materials:

- Can use various tools for artwork and design e.g. printing and playdough tools
- Selects own art and design materials to create with
- Can tell others what artwork is and signal key parts e.g. This is Mummy, and this is her hair
- Starting to re-create familiar stories (with adult support)

Being Imaginative and Expressive:

- Recounts and retells familiar stories with friends and adults (small world/role play)
- Can role play imaginary scenarios linked to experiences
- Knows some popular songs and can sing them supported by an adult
- Can listen and respond to sounds
- Can sing with others when supported by an adult

Implementation

- Dance lessons beginning to put together simple routines
- Music opportunities outdoors
- Only primary colours for colour mixing
- Modelling area with various resources
- Opportunities for drawing and colouring – child led and scaffolded
- Opportunities for role play and adults modelling role play
- Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song
- Learning songs for the Nativity play

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Music: Get Set 4 Music - All About Me LESSON 1 To listen to music and respond with how the music makes me feel. Bonfire Night - 5th November Firework art – Jackson Pollock. Exploring different ways of applying paint – splatter, straw blowing, marble rolling, flicking etc.  	Music: Get Set 4 Music - All About Me LESSON 2 To move to the music and play an instrument using a rhythm. Remembrance Day - 11th November Poppy crafts using handprints. Chn to paint own hands as progression from Christmas tree handprints which were supported by an adult. Poppy printing using an apple to create own field of poppies. Poppy painting – freehand in the garden (on background 'Lest we forget'.	Music: Get Set 4 Music - All About Me LESSON 3 To use my voice to speak and to sing and know how they are different.	Music: Get Set 4 Music - All About Me LESSON 4 To use my singing voice to sing with others and begin to match pitch with movement. Nativity songs	Music: Get Set 4 Music - All About Me LESSON 5 To keep a steady pulse and copy simple rhythms on an instrument. Christmas tree decorations using modelling clay. Nativity songs	Music: Get Set 4 Music - All About Me LESSON 6 To explore instruments, match sounds and create music to show an emotion. Christmas Jumper Day - 11th December Pantomime Singing at Bridge House Bake Gingerbread Men Nativity songs	Christmas songs and Christmas craft Nativity songs Nativity performance