

# Reception Medium Term Planning Autumn 1 2026

## Focus - Marvellous Me - Who Am I and Who's Special to Me?

|                                               | Wb 07/09/26                                                                                                                                                                                                                | Wb 14/09/26                                                                                                                                | Wb 21/09/26                                                                                                                                      | Wb 28/09/26                                                                                                                                                                        | Wb 05/10/26                                                                                                                                                                                                                         | Wb 12/10/26                                                                                                                                    |
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| Notes                                         | Baseline                                                                                                                                                                                                                   | Baseline                                                                                                                                   | Baseline                                                                                                                                         | Baseline                                                                                                                                                                           |                                                                                                                                                                                                                                     | Bread making<br>Harvest                                                                                                                        |
| Core knowledge                                | Own first and surnames                                                                                                                                                                                                     | Names of friends and family                                                                                                                | Names of body parts                                                                                                                              | Name of town/village, know we live in Cornwall (own address)                                                                                                                       | Names of feelings (happy, sad, scared)                                                                                                                                                                                              | Own age and birthday                                                                                                                           |
| Core Concepts                                 | We all have similarities and differences to be celebrated and respected                                                                                                                                                    | Our families can be all shapes and sizes                                                                                                   | Our bodies can be all shapes and sizes                                                                                                           | We all have similarities and differences to be celebrated and respected                                                                                                            | Feelings help us understand ourselves and others                                                                                                                                                                                    | We all have similarities and differences to be celebrated and respected                                                                        |
| Core Vocabulary                               | unique, belong, respect, emotion, community, family                                                                                                                                                                        |                                                                                                                                            |                                                                                                                                                  |                                                                                                                                                                                    |                                                                                                                                                                                                                                     |                                                                                                                                                |
| Topic Vocabulary                              | friend, birthday, body, Cornwall, village, school, teacher, emotions, safe                                                                                                                                                 |                                                                                                                                            |                                                                                                                                                  |                                                                                                                                                                                    |                                                                                                                                                                                                                                     |                                                                                                                                                |
| Adult led activities to support this learning | Group circle 'I like'. Offer choices in categories (food, colours, toys etc), for children to point to OR say.<br>Sentence stem, 'my name is ... and I like ...'<br><br>This is me – draw themselves and make name jigsaw. | Group circle sharing 'All about me' bag<br><br>Pebble/Stick transient art families – discuss size of family members, how many, names. etc. | Drawing round friends on big paper and naming body parts, add pre-made labels.<br><br>What can my body do? Action rhymes. E.g. jump, bend, clap. | Look at Google Earth and zoom in - street view to look at children's houses<br><br>Group circle looking at pictures of houses from around the world – similarities and differences | Loose part faces - use mirrors to explore facial expressions- happy, sad, scared.<br><br>Circle time using emotion words ... I feel ... when ..., What makes me feel better?, self-regulation strategies (breathing techniques etc) | Where in the year are our birthdays?<br>Sentence stems – 'My name is...'<br>'I am ...'<br>'My birthday is in ...'<br><br>Make a birthday graph |

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| Routines and incidentals to support this learning. | Circle games, 'hello song', self registration, book vote using names<br><br>Responding to name at lunchtime and fire practise                                                                                                                                                                                                                                 | Meet and greet and home time. Sentence stem 'I can see Auntie ****', 'I can see my little brother ***'.<br><br>Lining up – using names for children to select the next person to line up (Who will line up after you?) | Songs 'Heads, shoulders, knees and toes', 'One finger one thumb', 'If you're Happy and you know it'. Whole body sitting and magnet eyes.<br><br>Fred games using body parts. | Meet and greet – how did you come to school today? | Fred games using emotions.<br><br>Naming emotions throughout the day<br><br>Encouraging use of self-regulation strategies | Calendar                                        |
| Possible continuous provision ideas                | Family photographs and home role play<br>Mirrors - self-portraits / observational drawing<br>Name writing and mark-making invitations<br>Playdough with loose parts for making faces<br>Emotion cards, puppets and books<br>Natural materials for transient self-portraits<br>School maps and photographs<br>Fine motor activities linked to names and bodies |                                                                                                                                                                                                                        |                                                                                                                                                                              |                                                    |                                                                                                                           |                                                 |
| Oracy Focus                                        | Framework focus – physical<br>Talk focus – instigate<br>Sentence Stems – I think ..., I know..., I can see..., I can hear...                                                                                                                                                                                                                                  |                                                                                                                                                                                                                        |                                                                                                                                                                              |                                                    |                                                                                                                           |                                                 |
|                                                    | To turn your body towards the speaker for an appropriate amount of time                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                        | To speak to be clearly heard by others                                                                                                                                       |                                                    | To speak audibly so you can be heard and understood                                                                       | To use gesture to support meaning in play       |
|                                                    | What makes you special?                                                                                                                                                                                                                                                                                                                                       | Can you be brave and scared at the same time?                                                                                                                                                                          | What makes someone a good friend?                                                                                                                                            | Can someone be your friend and your family?        | Can a pet be part of your family?                                                                                         | Can someone be special to more than one person? |
| Choral Poems                                       | Like Who...? by Celia Warren<br>+ St. Austell Festival of Music and Speech set poems<br>Reception: Only Human by Hiawyn Oram                                                                                                                                                                                                                                  |                                                                                                                                                                                                                        |                                                                                                                                                                              |                                                    |                                                                                                                           |                                                 |
| Nursery Rhymes                                     | Twinkle, Twinkle Little Star, Hickory Dickory Dock, Head, Shoulders, Knees and Toes<br>If You're Happy and You Know It, Rock-a-bye Baby, When Goldilocks went to the House of the Bears                                                                                                                                                                       |                                                                                                                                                                                                                        |                                                                                                                                                                              |                                                    |                                                                                                                           |                                                 |

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| PD           | Healthy Movers<br>Pop the Bubble<br>Steering<br>Deep Blue Sea                                         | Healthy Movers<br>Jungle Journey<br>Wriggle, Weave<br>and Watch<br>Whatever the<br>Weather | Healthy Movers<br>Hide and Seek<br>Hot, Hot, Hot<br>Treasure<br>Birds in Trees | Healthy Movers<br>Choo Choo<br>Aiming High<br>Pick Up Packets                                              | Dance<br>BBC Radio Let's<br>move – Autumn<br>Days – lesson 1                                              | Dance<br>BBC Radio Let's<br>move – Autumn<br>Days – lesson 2                 |
|              | Thread<br>Screw and unscrew                                                                           |                                                                                            | Use tweezers<br>Use a knife and fork for loading                               |                                                                                                            | Use scissors (hold and carrying scissors<br>correctly and snip)                                           |                                                                              |
| Key Texts    | Owl Babies, The Colour Monster, And Tango Makes Three, So Much, Out of the Blue, Meesha Makes Friends |                                                                                            |                                                                                |                                                                                                            |                                                                                                           |                                                                              |
| Drawing Club | Drawing Club –<br>We're Going on a<br>Bear Hunt                                                       | Drawing Club –<br>Goldilocks and the<br>3 Bears                                            | Drawing Club –<br>Little Red Riding<br>Hood                                    | Drawing Club – The<br>3 Little Pigs                                                                        | Drawing Club – The<br>Gruffalo                                                                            | Drawing Club –<br>Rosie's Walk                                               |
| Mathematics  | Match, sort and<br>compare                                                                            | Compare size,<br>mass and capacity<br><br>Mathematics RBA<br>baseline                      | Pattern<br><br>Mathematics WWN<br>baseline                                     | 2D shape<br><br>Mathematics WWN<br>baseline                                                                | Spatial reasoning<br>and construction<br>(3D shape)<br><br>Mathematics WWN<br>baseline                    | Positional<br>Language<br><br>Mathematics WWN<br>baseline                    |
| EAD          | Create wax crayon rubbings<br>Use rolling pins and cutters<br>Use felt tip pens                       |                                                                                            | Use templates/stencils with colouring<br>pencils<br>Paint – set up and use     |                                                                                                            | Cut and stick (collage)<br>Print with paint – fingers and stampers<br>Focus Artist - Guiseppe Archimboldo |                                                                              |
|              | ---                                                                                                   | Exploring Sound –<br>Vocal Sounds                                                          | Exploring Sounds –<br>Body Sounds                                              | Exploring Sounds –<br>Instrumental<br>Sounds                                                               | Exploring Sounds –<br>Environmental<br>Sounds                                                             | Exploring Sounds –<br>Nature Sounds                                          |
| Enrichment   | Welly Walk<br>Music - Edward<br>Elgar – <i>Nimrod</i>                                                 | Cooking – porridge<br>Art - Joy Labinjo                                                    | Welly Walk<br>Music - Keala<br>Settle- <i>This is me</i>                       | Cooking – apple<br>crumble<br>Art Frida Kahlo –<br>Self Portrait with<br>Thorn Necklace<br>and Hummingbird | Welly Walk<br>Music - Traditional<br>Korean – <i>Arirang</i>                                              | Cooking - bread<br>Art - Pablo Picasso -<br><i>Portrait of Dora<br/>Maar</i> |
| Go Cornish   | Goolan, K1: Hello and goodbye, K2: please and thank you, Kernow and Me (KS1)                          |                                                                                            |                                                                                |                                                                                                            |                                                                                                           |                                                                              |

