



Downview Primary School
Medium Term Planner

Our school is underpinned by our 6 school values which were decided upon by staff and children. These values are: **Collaboration, Communication, Co-operation, Creativity, Independence, Resilience.**

Together we live by the motto that “At Downview we grow and learn together everyday.”

At Downview Primary our behaviour mantra is that we are “**kind, respectful and safe.**”

Year Group: Reception
Autumn Term: 1

Curriculum Focus: All about me

End of Unit Assessment Activity:

Reception Baseline Assessment

Teacher Assessment against EYFS 2024 Statutory Framework

Phonic Assessments – Song of Sounds

Key Texts:

Oh Dear Look What I got! Michael Rosen Helen Oxenbury

Amazing! By Steve Antony

Poems:

Leaves are falling!

Pointy Hat

Supporting Texts:

I am Too Absolutely Small for School by Lauren Childs

Starting School by Janet and Allan Ahlberg

The Colour Monster Goes to School by Anna Llenas

Owl Babies Martin Wadell

Autumn Term 1

	Week 1 (2 days) 31.8.26	Week 2 7.9.26	Week 3 14.9.26	Week 4 21.9.26	Week 5 28.9.26	Week 6 5.10.26	Week 7 12.10.26	Week 8 19.10.26
	Meet the Teacher 3.9.26 4.9.26	Meet the Teacher 7.9.26 Phased start First Full Day 11.9.26	Phased start – Mon – am and lunch Tues – All day					
Communication & Language- Listening, Attention and Understanding Speaking	I can focus during an adult lead activity Eg: a story, and can demonstrate engagement by looking and listening.		Baseline Reception Assessment I can focus during an adult lead activity Eg: a story, and can demonstrate engagement by looking and listening. I can use some social phrases Eg: Can you help me please?		I can ask a simple question related to my experience Eg; Is it lunchtime soon?	I can begin to articulate my ideas into well-formed sentences, with support where needed. I can describe personal events in some detail.	I can listen to and talk about stories that have been read to me.	I can begin to talk about my learning with peers and other adults.
Personal, social and emotional Development - Self-Regulation Managing Self Building Relationships	I can follow simple instructions and routines with support if needed.		I can begin to make independent choices. I can attempt new things with some support, although I prefer to choose activities that are within my capability and interest.	I can put a coat on and take it off. I can hang my coat on my peg and organise my things at the start and end of the day with some support when needed. I can persevere with fastenings on coats.	I can use the toilet independently. I can wash my hands with reminders.	I can wash my hands without reminders. I can join in an activity when invited by an adult.	I can show an understanding of my own feelings (happy and sad) and those of others and begin to regulate my behaviour.	
Physical development- Fine Motor Skills			I can : • Use buttons and zips • Look at my hands when they are busy	I can • Begin to put pressure on paper • Show a preference for a dominant hand	I can • Hold scissors correctly with support	I can • Start to use a modified tripod grip to hold a pencil	I can • Begin to form some letters correctly	
Physical Development – Gross Motor Skills Real PE No PE Kit until after half term			I can : • Move safely and confidently in different ways • Use pedals when riding a tricycle • Use and tidy away large apparatus working with others.	I can • move safely and confidently in different ways. • balance and travel across equipment. • use different equipment to develop my muscles.			I can • walk, run, jump and stop without bumping into others. • balance on one foot, climb and move over obstacles with growing control.	

<u>Literacy-</u> Comprehension / Writing Literacy Tree			Baseline Reception Assessment I can write my name.	Baseline Reception Assessment I can write my name.	Oh Dear Look What I got! Michael Rosen Helen Oxenbury I can match rhyming words. I can show that I understand what has been read to me by talking about a story. I can use and understand recently introduced vocabulary. I can label my family portrait. Letter formation: s.a.t	Oh Dear Look What I got! Michael Rosen Helen Oxenbury I can listen attentively and respond to what I hear with relevant questions. I can listen carefully I can speak in a familiar group. I can listen to my friends talk about a story. Letter formation: p.i.n	Amazing! by Steve Antony I can anticipate, where appropriate, key events in stories. I can listen to others talk about what they think and feel. I can listen to questions and give my ideas. I can write the initial sound of some words. I can write the red word 'I' I can label using cvc words with s.a.t.p.i.n.m.d with support.	Amazing! by Steve Antony I can smake comments about a story and ask questions to clarify meaning. I can speak clearly to make sure others understand me. I can talk about what might/ could/ should happen.
<u>Literacy (Phonics)-</u> Word Reading			Baseline Reception Assessment Baseline Phonics Assessments I can identify, say and read some sounds.	Baseline Reception Assessment Baseline Phonics Assessments I can identify, say and read sounds.	I can identify, say, read and write the phonics sounds s, a, t and p. I can blend sounds to read words in, as, at, sat. I can read the red word 'a'.	I can identify, say, read and write the phonics sounds i, n, m and d. I can blend sounds to read words sit, mat, man, dad, and. I can read the red word 'I'.	I can identify, say, read and write the phonics sounds g, o, c and k. I can blend sounds to read words dog, dig, can. I can read the red words 'no, go, so'.	Phonics assessments using all sounds and words learnt so far.
<u>Mathematics-</u> Number Patterns White Rose Maths			Baseline Reception Assessment I can identify numbers. I can show more and less. I can make simple patterns.		I can begin to represent numbers in songs using my fingers. I can count up to 10 objects with 1:1 correspondence.	I can subitise up to 3. I can attempt to subitise up to a maximum of 5. I know that a group of objects can be arranged in different ways. I can learn to say/sing the days of the week in order.	I can identify which group of 2 quantities has more. I can see that counting is useful because it tells us 'how many' I can make a collection of 3 objects.	I can make collections of objects and identify how they are made eg 2 and 'another 1' I can see when a collection is '3 or not 3'. I can see 4 can be made of four 1's
			I can sing and learn counting songs: 5 Currant Buns, 5 speckled Frogs, 5 Little Men in a Flying Saucer, 5 Little Ducks 12345 Once I caught a Fish Alive					
<u>Understanding the World-</u> Culture and Communities			I can talk about myself and my family. I can talk about who lives in my home and people who are important to me.		I can explore and talk about my new school environment. I can find my way around the school when going to lunch.	Harvest I can talk about different foods and where these come from. I can understand people celebrate harvest in different ways, including Sukkot 25 th Sept-2 nd Oct (Jewish Harvest)	Black History Month I can enjoy stories with different people, families and cultures.	Autumn I can notice changes in the natural world in autumn and observe and talk about signs of autumn. I can describe changes in weather, leaves, plants and animals.

<u>Understanding the World- The Natural World</u>			I can talk about holidays and take my turn with the class bear. I can talk about places I have visited.		I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	I can build and describe a model of a familiar place. I can draw information from a simple map. I can understand that some places are special to members of their community.	I can describe a journey using found objects. I can describe my immediate environment using knowledge from different sources I can explore the natural world around them, making observations and drawings of animals and plants.	I know some similarities and differences between the natural world around them and contrasting environments by drawing on my experiences and what has been read in class.
<u>Expressive Arts and Design- Creating with Materials</u>			I can use different graphic tools: fingers, hands, chalk, pens and pencils to make marks. I can create my own art work.	I can create a self-portrait.	I can create a family portrait. I can cut holding scissors correctly with help if needed.	. I can use emergent joining skills to combine materials with support if needed.	I can begin to talk about my creations and explain my ideas.	I can join in creative activities with support if needed. I can explore a range of materials and tools.
<u>Expressive Arts and Design- Music</u>			I can begin to find the pulse of a familiar song I can join in with nursery rhymes and new songs.	I can sing new and familiar nursery rhymes: (Mary, Mary Quite Contrary and Baa, Baa Black Sheep), and songs.	I can join in with the poem Leaves Are Falling.	I can sing new and familiar nursery rhymes and songs including counting songs above. I can join in with the poem Leaves Are Falling	I can begin to copy a rhythm I can sing new and familiar nursery rhymes including I'm a little teapot, Hickory Dickory Dock. I can join in with the poem Pointy Hats	I can copy a rhythm I can sing new and familiar nursery rhymes and songs that I have learnt. I can join in with the poem Pointy Hats