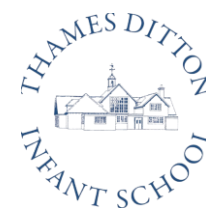


# Reception Medium Term Plan – Autumn 1

Thames Ditton Infant School 2025- 26



## At a Glance

<b>Purpose</b>	Detailed weekly planning for the Autumn 1 half-term, showing how the curriculum is delivered in practice.
<b>Audience</b>	Reception teaching team, supply staff, senior leaders and inspectors.
<b>Structure</b>	Five weeks, each driven by a clear enquiry question, broken down across all seven Areas of Learning.

## Weekly Enquiry Questions

- **Week 1: Settling In & All About Me** - Who am I and who is in my new class?
- **Week 2: Our School Community** - Who helps us in our school and how do we belong?
- **Week 3: Autumn & The Natural World** - What changes can we see outside in autumn?
- **Week 4: Traditional Tales - The Three Little Pigs** - How do we tell a story from beginning to end?
- **Week 5: Traditional Tales - Goldilocks & The Three Bears** - How do characters in stories feel and behave?

## Planning Format

Every week is planned across all seven Areas of Learning using a consistent five-column format, demonstrating careful and thoughtful planning:

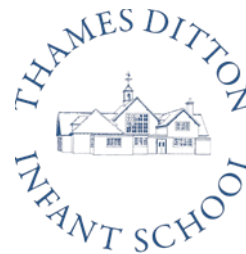
- Knowledge - what children will know.
- Skills - what children will be able to do.
- Possible Provision - adult-led inputs and continuous provision.
- Implementation - adult role and environment.
- Impact - observable outcomes (linked to ELGs).

## Curriculum Coherence in Practice

- **Mathematics** follows White Rose: 'Match, sort and compare' (Block 1) - match objects, match pictures and objects, identify a set, sort objects to a type, explore sorting techniques, create sorting rules, compare amounts; 'Talk about measure and pattern' (Block 2) - compare size, mass and capacity, explore, copy, continue and create simple patterns; 'It's me 1, 2, 3' (Block 3) - find 1, 2 and 3, subitise 1, 2 and 3, represent 1, 2 and 3, 1 more, 1 less, composition of 1, 2 and 3.
- **Phonics** follows Little Wandle: Phase 2 GPCs s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l; tricky words 'is', 'I', 'the'; oral blending, blending into CVC words, beginning to read simple captions; three weekly reading practice sessions established.
- **PSED** follows Jigsaw: Unit 1 'Being Me in My World' - class charter, classroom routines, naming feelings, daily 'How are you feeling?' check-in, turn-taking games, building first friendships and forming secure attachments with adults.
- **RE** addresses the 'Who am I, and where do I belong?' enquiry, helping children to talk about their own family, school community and what makes each person special.

## Cross-Subject anchors

- Real, hands-on experiences: autumn walk, leaf hunt, harvest tasting, self-portraits, role-play home corner and traditional-tale story corner.
- Explicit vocabulary teaching every week - names of family members, school roles (teacher, head, office, kitchen), autumn vocabulary (acorn, conker, harvest), story language ('once upon a time', 'happily ever after').
- Clear sentence stems and talk frames in every Area of Learning - 'My name is...', 'I feel... because...', 'I can see...', 'First... then... finally...' - to scaffold oracy from day one.
- Foundations for Year 1 readiness laid early: tripod grip explicitly taught, numerals 0–5 introduced, daily story time, three reading-practice sessions per week, daily 15–20 minute carpet sessions.



# Reception Medium Term Plan – Autumn 2

Thames Ditton Infant School 2025- 26

## At a Glance

<b>Purpose</b>	Detailed weekly planning for the Autumn 2 half-term, showing how the curriculum is delivered in practice.
<b>Audience</b>	Reception teaching team, supply staff, senior leaders and inspectors.
<b>Structure</b>	Six weeks, each driven by a clear enquiry question, broken down across all seven Areas of Learning.

## Weekly Enquiry Questions

- **Week 1: Anti-Bullying Week & PANTS Rule** - How do we show kindness and keep ourselves safe?
- **Week 2: Remembrance & People from the Past** - Why do we remember people who lived long ago?
- **Week 3: Diwali - Festival of Light** - How do families celebrate Diwali and why?
- **Week 4: Nocturnal Animals & Bonfire Night** - What happens in our world after dark?
- **Week 5: The Nativity Story** - What is the story of Christmas and how is it celebrated?
- **Week 6: Christmas Around the World** - How do different families celebrate Christmas?

## Planning Format

Every week is planned across all seven Areas of Learning using a consistent five-column format, demonstrating careful and thoughtful planning:

- Knowledge - what children will know.
- Skills - what children will be able to do.
- Possible Provision- adult-led inputs and continuous provision.
- Implementation - adult role and environment.
- Impact- observable outcomes (linked to ELGs).

## Curriculum Coherence in Practice

- **Mathematics** follows White Rose: 'Circles and triangles' (Block 4) - identify and name circles and triangles, compare circles and triangles, shapes in the environment, describe position; '1, 2, 3, 4, 5' (Block 5) - find 4 and 5, subitise 4 and 5, represent 4 and 5, 1 more, 1 less, composition of 4 and 5, composition of 1–5; 'Shapes with 4 sides' (Block 6) - identify and name shapes with 4 sides, combine shapes with 4 sides, shapes in the environment, my day and night.
- **Phonics** follows Little Wandle: Phase 2 continued and Phase 3 introduced — ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk; words with -s endings (hats, sits, bags, his, sings); tricky words 'put', 'pull', 'full', 'as', 'and', 'has', 'his', 'her', 'go', 'no', 'to', 'into', 'she', 'push', 'he', 'of', 'we', 'me', 'be'; reading short captions with growing automaticity.
- **PSED** follows Jigsaw: Unit 2 'Celebrating Difference'- Anti-Bullying Week activities, explicit teaching of kindness and inclusion, stories about diversity, and introduction of the NSPCC PANTS rule to support safeguarding and body autonomy.

- **RE** addresses the 'Why do we have celebrations?' enquiry- children learn about Remembrance, Diwali and Christmas, giving plural and respectful exposure to different beliefs and family traditions.

## Cross-Subject anchors

- Real, hands-on experiences: poppy making for Remembrance, Diwali rangoli and diya-lamp making, nativity performance, Christmas card making, dinosaur dig, exploring dark and light with torches.
- Explicit vocabulary teaching every week- time vocabulary ('long ago', 'a long time ago', 'past', 'present'), celebration vocabulary (festival, tradition, candle, gift), shape language (circle, triangle, square, rectangle, side, corner, straight, curved).
- Clear sentence stems and talk frames in every Area of Learning- 'A long time ago...', 'My family celebrates... by...', 'This shape has... sides', 'I can see one more than...' - to deepen oracy and reasoning.
- Year 1 readiness foregrounded: by end of Autumn 2 children form most letters from the Curly family (c, a, d, g, o, q, e, s, f) and begin the Long ladderfamily (l, i, t, j, u, y); recognise and represent numbers 0–5; subitise to 5; recall some bonds to 5.