

Reception Medium Term Plan – Autumn 1

Thames Ditton Infant School 2026-2027

At a Glance

Purpose	Detailed weekly planning for the Autumn 1 half-term, showing how the curriculum is delivered in practice.
Audience	Reception teaching team, supply staff, senior leaders and inspectors.
Topic	Once upon a time.
Dates	Five weeks, w/c 14.9.26 to w/c 12.10.26.
Structure	Five weeks, each driven by a clear enquiry question, broken down across all seven Areas of Learning.

Weekly Enquiry Questions

- **Week 1 - All About Me & Settling In (w/c 14.9.26)** - Who am I and who is in my new class?
- **Week 2 - Bears: Goldilocks and the Three Bears (w/c 21.9.26)** - Was Goldilocks right to go into the bears' cottage?
- **Week 3 - Bears: We're Going on a Bear Hunt (w/c 28.9.26)** - What can we see, hear and feel on a bear hunt?
- **Week 4 - Supertato (w/c 5.10.26)** - Can a vegetable be a superhero?
- **Week 5 - Supertato and Superheroes (w/c 12.10.26)** - Who are the superheroes who help us every day?

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. Week 1 is a counting-songs launch week with no formal steps, building number rhymes and touch-counting into every routine. 'Match, sort and compare' (Block 1) then runs across Weeks 2 and 3 - match objects, match pictures and objects, identify a set (Steps 1-3); sort objects to a type, explore sorting techniques, create sorting rules, compare amounts (Steps 4-7). 'Talk about measure and pattern' (Block 2) runs across Weeks 4 and 5 - compare size, mass and capacity (Steps 1-3); explore, copy, continue and create simple patterns (Steps 4-6).
- **Phonics** follows Little Wandle. Week 1 has no formal lessons - a phonological awareness week of listening walks, sound lotto, 'silly soup' rhyming and oral blending, with baseline observations informing Week 2 groupings. Phase 2 then begins: s, a, t, p; i, n, m, d; g, o, c, k; ck, e, u, r - sixteen GPCs and the tricky words 'is' and 'I' by the end of the half-term. Reading

practice sessions run three times weekly from Week 3, with keep-up support identified early and reviewed daily.

- **Literacy** follows Ready Steady Write, built from oral foundations. Weeks 1-3 establish book handling, name writing, story maps and 'say it, hold it, write it' oral composition, with Colourful Semantics introduced through 'who' picture cards. Week 4 produces the shared-write 'Wanted - Evil Pea!' poster and labelling; Week 5 innovates a class story, 'Super [name] to the rescue!', with children as the heroes.
- **PSED** follows Jigsaw: Unit 1 'Being Me in My World', Pieces 1-5 - class charter made with handprints, classroom and outdoor routines, daily 'How are you feeling?' check-in with emotion fans, turn-taking games, and a half-term close celebrating what every child is good at.
- **RE** addresses the 'Who am I, and where do I belong?' enquiry, revisited each week - belonging in our class family, our school family, and the wider community of people who help us.

Cross-Subject Anchors

- Real, hands-on experiences: porridge making and tasting, a welly walk starting the class seasonal diary, a real bear hunt around the school grounds following a simple map, an autumn collection table with magnifiers, vegetable investigation and tasting, vegetable printing, junk-model veggie superheroes, a cape and mask design studio, and a superhero song performed to another class.
- A seasonal diary photographed weekly, so change over the half-term is visible to children, families and visitors.
- Explicit vocabulary teaching every week - family, home, friend, kind; matching language (same, the same as, matches, set); sorting and comparison (more, fewer, heavier, lighter, full, empty); sensory and texture words from the bear hunt; story language ('once upon a time', beginning, middle, end); community-helper roles.
- Clear sentence stems and talk frames in every Area of Learning - 'My name is...', 'I like...', 'These match because...', 'The mud feels...', 'The marrow is heavier than the pea', 'I am good at...' - to scaffold oracy from day one.
- Foundations for Year 1 readiness laid early: tripod grip explicitly taught (KFKS 6), daily Dough Disco and a fine motor circuit, scissors used safely and accurately (KFKS 8), taught letters formed from correct start points, oral composition before every mark (KFKS 1), sound-plausible writing celebrated (KFKS 9), daily story time and three reading practice sessions per week.

Reception Medium Term Plan – Autumn 2

Thames Ditton Infant School 2026-2027

At a Glance

Purpose	Detailed weekly planning for the Autumn 2 half-term, showing how the curriculum is delivered in practice.
Audience	Reception teaching team, supply staff, senior leaders and inspectors.
Topic	Long long ago.
Dates	Six weeks, w/c 2.11.26 to w/c 7.12.26.
Structure	Six weeks, each driven by a clear enquiry question, broken down across all seven Areas of Learning.

Weekly Enquiry Questions

- **Week 1 - Harry and the Bucketful of Dinosaurs (w/c 2.11.26)** - What was the world like long, long ago? (The Star in the Jar begins in Literacy.)
- **Week 2 - Friendship Week / Anti-Bullying Week (w/c 9.11.26)** - What makes a good friend?
- **Week 3 - Dinosaur Museum (w/c 16.11.26)** - How do we know dinosaurs were real?
- **Week 4 - Day and Night (w/c 23.11.26)** - What happens in our world after dark?
- **Week 5 - Kings and Queens (w/c 30.11.26)** - What is it like to be a king or queen?
- **Week 6 - Christmas Around the World (w/c 7.12.26)** - 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. 'It's me 1, 2, 3' (Block 3) runs across Weeks 1 and 2 - find 1, 2 and 3, subitise, represent with objects, fingers and numerals (Steps 1-3); one more, one less, composition of 1, 2 and 3 (Steps 4-6). 'Circles and triangles' (Block 4) follows in Week 3 - identify and name circles and triangles, compare them, find shapes in the environment, describe position. '1, 2, 3, 4, 5' (Block 5) runs across Weeks 4 and 5 - find, subitise and represent 4 and 5 (Steps 1-3); one more, one less, composition of 4 and 5 and of 1-5 (Steps 4-7). 'Shapes with 4 sides' (Block 6) closes the term in Week 6 - identify, name and combine shapes with four sides, find them in the environment, and order my day and night.
- **Phonics** follows Little Wandle: Phase 2 continues and completes across the half-term - h, b, f, l; ff, ll, ss, j; v, w, x, y; z, zz, qu; ch, sh, th, ng; nk, with words taking -s endings (hats, sits, sings, his). Tricky words taught in sequence: 'the', 'put', 'pull', 'full', 'as', 'and', 'has', 'his', 'her',

'go', 'no', 'to', 'into', 'she', 'push', 'he', 'of', 'we', 'me', 'be'. Reading practice continues three times weekly; Week 6 is a review week whose assessments inform Spring groupings and keep-up plans.

- **Literacy** follows Ready Steady Write with *The Star in the Jar* as the core text across the whole half-term - a hook (a jar and a mysterious star appear in class), sequencing and shared captions, labels and signs written for a real audience at the class Dinosaur Museum, night-sky captions, royal invitations and lists for the banquet, and an innovated ending alongside Christmas card writing. Handwriting follows the Curly family throughout: c, a, d, then g, o, then q, e, then s, f, reviewed in Week 5.
- **PSED** follows Jigsaw: Unit 2 'Celebrating Difference', Pieces 1-6 - celebrating what makes each of us 'us', Anti-Bullying Week with kindness pledges and odd socks day, cooperating on the class museum, talking about feelings around the dark, fair and kind leadership, and giving. The NSPCC PANTS rule is introduced in Week 2, taught calmly and factually, with trusted adults named.
- **RE** addresses the 'Why do we have celebrations?' enquiry - Bonfire Night, Remembrance, light in celebrations, coronations, and Christmas around the world, giving plural and respectful exposure to different beliefs and family traditions.

Cross-Subject Anchors

- Real, hands-on experiences: salt-dough fossil making and a fossil investigation table, a class Dinosaur Museum opened to real visitors, poppy observation and a simple act of remembrance, a kindness tree and odd socks day, a dark den with torches for light and shadow play, moon and star observation shared with families at home, a royal banquet with children's own invitations and lists, castle small world and block building, and Christmas food tasting, music and decorations from around the world.
- Families invited in as contributors - sharing their own celebrations in Week 6, receiving the children's Christmas cards, and joining the night-sky observation home link.
- Explicit vocabulary teaching every week - time and evidence language ('long, long ago', past, then and now, fossil, palaeontologist, museum); shape language (circle, triangle, square, rectangle, side, corner, straight, curved); position words (on, under, next to, in between); light and dark language (brighter, darker, shadow, nocturnal); celebration vocabulary (festival, tradition, poppy, coronation, giving).
- Clear sentence stems and talk frames in every Area of Learning - 'Long, long ago...', 'How do we know?', 'It's a triangle because it has 3 straight sides', 'One more than 4 is 5', 'My family celebrates... by...' - to deepen oracy and reasoning.
- Year 1 readiness foregrounded: by the end of Autumn 2 children form the whole Curly family (c, a, d, g, o, q, e, s, f); form numerals 1-5 (KFKS 7); subitise to 5 and talk about the composition of numbers to 5; read all Phase 2 GPCs and the autumn tricky words on sight; write labels and short captions independently using taught sounds (KFKS 9); and re-read their own writing.