



Medium Term Planning Treverbyn Academy Reception Autumn Term 2 2025



	Week: 1 Week beginning: 3.11.25	Week: 2 Week beginning: 10.11.25	Week: 3 Week beginning: 17.11.25	Week: 4 Week beginning: 24.11.25	Week: 5 Week beginning: 1.12.25	Week: 6 Week beginning: 8.12.25	Week 7: Week Beginning 15.12.25
High Quality Text	Leaf Man	Squirrels that squabbled	Owl who was afraid of dark	The Gruffalo	One snowy night	Stickman	The Night before Christmas
Characteristics of Effective Learning							
Communication and Language	Everyday Words in Play Introduce new words through familiar role-play (home corner, shop, café). Model vocabulary in context: <i>"plate, spoon, pour, stir, buy, sell"</i> . Encourage children to repeat words in their play.	Who / What / Where Questions Use small-world play and stories to ask <i>who, what, where</i> questions. Model answers in full sentences (<i>"The dog is under the table"</i>). Reinforce new vocabulary in play (<i>under,</i>	Applying & Performing Children retell a whole simple story to peers (with actions/props). Apply vocabulary from across the half-term in play. Listen and follow longer instructions with 2 parts independently.	Vocabulary in Stories Focus story: choose a repetitive text (e.g. <i>The Gingerbread Man</i>). Highlight and use story-linked vocabulary (<i>run, chase, river, bridge</i>). Encourage children to act	Expanding Role-Play Vocabulary Introduce a new role-play theme (e.g. Post Office, Hospital, Farm). Teach specific vocabulary (<i>stamp, letter, parcel, nurse, patient, bandage</i>). Encourage children to use these in	Building Sentences Encourage children to speak in full sentences using taught vocabulary. Use sentence stems: <i>"I can see..."</i> , <i>"I would like..."</i> , <i>"The [object] is..."</i> . Role-play interviews (<i>"Who are you</i>	Sequencing Events Retell simple daily routines using time connectives (<i>first, then</i>). Use picture cards to put events in order (getting dressed, making a sandwich).

	Begin listening to 1-step instructions (e.g. <i>"Please put the cup on the table"</i>).	<i>over, next to, behind</i> . Encourage children to answer simple questions about a picture or story.	Speak in short full sentences during circle time or show and tell.	out story scenes with props. Extend to 2-part instructions (<i>"Pick up the spoon and stir the bowl"</i>).	imaginative play with peers. Ask open-ended questions to extend talk (<i>"What happened next?"</i>).	<i>posting a letter to?"</i> – <i>"I am posting a letter to my mum"</i>). Continue retelling stories with props in sequence.	Story focus: Mini Christmas sequencing stories - sequence events with support. Embed new words for time (<i>morning, night, day, next, after</i>).
Personal, Social and Emotional Development:	SCARF I'm special, you're special	SCARF Same and different	SCARF Same and different families	SCARF Same and different homes	SCARF I am caring	SCARF I am a friend	
Physical Development	Complete PE Through the gates	Complete PE Traffic Lights	Complete PE Mud Monsters	Complete PE Mud Monsters come alive	Complete PE Walking Circuit	Complete PE Get set, mark, walk	Complete PE Christmas!
RWI Talk through story texts Literacy	Leaf Man Reception: RWI Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists, writing	Squirrels who Squabbled Reception: RWI Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling.	Owl who was afraid of the dark Reception: RWI Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling.	Gruffalo Reception: RWI Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists, writing initial	One Snowy Night Reception: RWI Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists, writing initial	Stickman Reception: RWI Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists,	The Night Before Christmas Reception: RWI Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists,

	initial sounds and use simple captions. Use initial sounds to label characters/images. Writing for a purpose in role play. Beginning to write simple CVC words	Name writing, shopping lists, writing initial sounds and use simple captions. Use initial sounds to label characters/images. Writing for a purpose in role play. Beginning to write simple CVC words	Name writing, shopping lists, writing initial sounds and use simple captions. Use initial sounds to label characters/images. Writing for a purpose in role play. Beginning to write simple CVC words	sounds and use simple captions. Use initial sounds to label characters/images. Writing for a purpose in role play. Beginning to write simple CVC words	sounds and use simple captions. Use initial sounds to label characters/images. Writing for a purpose in role play. Beginning to write simple CVC words	writing initial sounds and use simple captions. Use initial sounds to label characters/images. Writing for a purpose in role play. Beginning to write simple CVC words	writing initial sounds and use simple captions. Use initial sounds to label characters/images. Writing for a purpose in role play. Beginning to write simple CVC words
Mathematics	White Rose Maths Numbers 1: Represent compare and composition Shape art with a circle – 1 side – kandinsky art – cutting circles, circle hunt, circle in playdough Number Rhyme: Five Currant Buns in a Baker's Shop	White Rose Maths Number 2: Represent compare and composition Number Rhyme: Five Little Ducks Went Swimming One Day	White Rose Maths Number 3: Represent compare and composition Shape art with a triangle – 3 sides – cutting triangles, triangle, triangle in playdough Number Rhyme: Five Little Speckled Frogs	White Rose Maths Sorting the circles and triangles What can you make a circle with, what can you make a triangle with. Number Rhyme: • Five Little Monkeys Jumping on the Bed	White Rose Maths – Representing 4 and recapping 1,2,3 Representing number 5 Number Rhyme: 5 Christmas puddings in the bakers shop	White Rose Maths – One more and one less – karate maths Investigating squares Number Rhyme: 5 Little Elves Jumping on the bed	White Rose Maths Time Investigating rectangles. Number Rhyme: 5 Little reindeer went running one day
Understanding the world	'Me' & 'Autumn' My family: name and describe people who are familiar to them	'Me' & 'Autumn' My family: name and describe people who are	'Me' & 'Autumn' My family: name and describe people who are familiar to	'Me' & 'Autumn' My family: name and describe people who are familiar to	'Me' & 'Autumn' My family: name and describe people who are familiar to	'Me' & 'Autumn' My family: name and describe people who are	

	Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them R.E. – Being Special: Where do we belong?	familiar to them Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them R.E. Being Special: Where do we belong?	them Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them R.E. – Being Special: Where do we belong?	them Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them R.E. Being Special: Where do we belong?	them Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them R.E. Being Special: Where do we belong?	familiar to them Observe seasonal changes Nature walk Explore the natural world around them Describe what they can see, hear and feel whilst outdoors Discuss weather Understand the effect of changing seasons on the natural world around them R.E. – Being Special: Where do we belong?	
Expressive arts and design	Activities based on topic work, seasonal changes and children's interests that promote the following skills Using and naming colours Techniques: rubbing/ printing/ sketching/ collage Making marks with different tools Constructing using block resources Handling and manipulating different media- clay and	Activities based on topic work, seasonal changes and children's interests that promote the following skills Using and naming colours Techniques: rubbing/ printing/ sketching/ collage Making marks with different tools Constructing using block	Activities based on topic work, seasonal changes and children's interests that promote the following skills Using and naming colours Techniques: rubbing/ printing/ sketching/ collage Making marks with different tools Constructing using block resources Handling and	Activities based on topic work, seasonal changes and children's interests that promote the following skills Using and naming colours Techniques: rubbing/ printing/ sketching/ collage Making marks with different tools Constructing using block resources Handling and	Activities based on topic work, seasonal changes and children's interests that promote the following skills Using and naming colours Techniques: rubbing/ printing/ sketching/ collage Making marks with different tools Constructing using block resources Handling and	Activities based on topic work, seasonal changes and children's interests that promote the following skills Using and naming colours Techniques: rubbing/ printing/ sketching/ collage Making marks with different tools Constructing using block	

	collage Experimenting with joining materials- glue and tape Engaging in role play based on first hand experiences	resources Handling and manipulating different media- clay and collage Experimenting with joining materials- glue and tape Engaging in role play based on first hand experiences	manipulating different media- clay and collage Experimenting with joining materials- glue and tape Engaging in role play based on first hand experiences	manipulating different media- clay and collage Experimenting with joining materials- glue and tape Engaging in role play based on first hand experiences	manipulating different media- clay and collage Experimenting with joining materials- glue and tape Engaging in role play based on first hand experiences	resources Handling and manipulating different media- clay and collage Experimenting with joining materials- glue and tape Engaging in role play based on first hand experiences	
	Music – Music Express Singing and performing- nursery rhymes, traditional/ familiar songs & counting rhymes.	Music – Music Express Singing and performing- nursery rhymes, traditional/ familiar songs & counting rhymes.	Music – Music Express Singing and performing- nursery rhymes, traditional/ familiar songs & counting rhymes.	Music – Music Express Singing and performing- nursery rhymes, traditional/ familiar songs & counting rhymes.	Music – Music Express Singing and performing- nursery rhymes, traditional/ familiar songs & counting rhymes.	Music – Music Express Singing and performing- nursery rhymes, traditional/ familiar songs & counting rhymes.	