

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: "plate, spoon, pour, stir, buy, sell". Encourage children to repeat words in their play.	Who / What / Where Questions Use small-world play and stories to ask who, what, where questions. Model answers in full sentences ("The dog is under the table"). Reinforce new vocabulary in	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. The Gingerbread Man). Highlight and use story-linked vocabulary (run, chase, river, bridge). Encourage children to act	Expanding Role-Play Vocabulary Introduce a new role-play theme (e.g. Post Office, Hospital, Farm). Teach specific vocabulary (stamp, letter, parcel, nurse, patient, bandage). Encourage children to use these in	Building Sentences Encourage children to speak in full sentences using taught vocabulary. Use sentence stems: "I can see", "I would like", "The [object] is". Role-play interviews ("Who are you	Sequencing Events Retell simple daily routines using time connectives (first, then). Use picture cards to put events in order (getting dressed, making a sandwich).

		Begin listening to 1-step instructions (e.g. "Please put the cup on the table").	over, next to, behind). 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 ("Pick up the spoon and stir the bowl").	imaginative play with peers. Ask open-ended questions to extend talk ("What happened next?").	posting a letter to?" – "I am posting a letter to my mum"). Continue retelling stories with props in sequence.	Story focus: Mini Christmas sequencing stories - sequence events with support. Embed new words for time (morning, night, day, next, after).
and	sonal, Social I Emotional velopment:	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 velopment	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!
	Talk through tory texts	Leaf Man Reception: RWI	Squirrels who Squabbled Reception:	Owl who was afraid of the dark Reception:	Gruffalo Reception: RWI Dominant hand,	One Snowy Night Reception: RWI Dominant hand,	Stickman Reception: RWI	The Night Before Christmas Reception: RWI
ı	Literacy	Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists, writing	RWI Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling.	RWI Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling.	Tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists, writing initial	Tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists, writing initial	Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists,	Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling. Name writing, shopping lists,

	initial sounds and use	Name writing,	Name writing,	sounds and use	sounds and use	writing initial	writing initial
	simple captions. Use	shopping lists,	shopping lists,	simple captions.	simple captions.	sounds and use	sounds and use
	initial sounds to label	writing initial	writing initial	Use initial sounds	Use initial sounds	simple captions.	simple captions.
	characters/images.	sounds and use	sounds and use	to label	to label	Use initial sounds	Use initial sounds
	Writing for a purpose	simple captions.	simple captions.	characters/images.	characters/images.	to label	to label
	in role play.	Use initial sounds	Use initial sounds	Writing for a	Writing for a	characters/images	characters/images
	Beginning to write	to label	to label	purpose in role	purpose in role		
	simple CVC words	characters/images	characters/images.	play.	play.	Writing for a	Writing for a
			Writing for a	Beginning to write	Beginning to write	purpose in role	purpose in role
		Writing for a	purpose in role	simple CVC words	simple CVC words	play.	play.
		purpose in role	play.			Beginning to write	Beginning to
		play.	Beginning to write			simple CVC words	write simple CVC
		Beginning to write	simple CVC words				words
		simple CVC words					
Mathematics	White Rose Maths	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose
		Maths	Maths	Maths	Maths	Maths	Maths
	Numbers 1:		Number 3:	Sorting the circles	- Representing 4	— One more and	Time
	Represent compare	Number 2:	Represent	and triangles	and recapping	one less –	Investigating
	and composition	Represent	compare and	What can you	1,2,3	karate maths	rectangles.
	Shape art with a	compare and	composition	make a circle	Representing	Investigating	
	circle — 1 side —	composition	Shape art with a	with, what can	number 5	squares	
	kandinksy art –	·	triangle — 3 sides	you make a		,	
	cutting circles,		– cutting	triangle with.			
	circle hunt, circle in		triangles, triangle,	J			
	playdough		triangle in				
			playdough				
	Number Rhyme:		pragasagri				
	Five Currant Buns	Number Rhyme:	Number Rhyme:	Number Rhyme:	Number Rhyme:	Number Rhyme:	Number Rhyme:
	in a Baker's Shop	Five Little Ducks	Five Little	• Five Little	5 Christmas	5 Little Elves	5 Little reindeer
	a 2 a s ssp	Went Swimming	Speckled Frogs	Monkeys Jumping	puddings in the	Jumping on the	went running
		One Day	opecitied 110gs	on the Bed	bakers shop	bed	
		One Day		on the Dea	'		one day
Understanding	'Me' & 'Autumn'	'Me' & 'Autumn'	'Me' & 'Autumn'	'Me' & 'Autumn'	'Me' & 'Autumn'	'Me' & 'Autumn'	
	My family: name and	My family: name	My family: name	My family: name	My family: name	My family: name	
the world				1	1	ı	1
	describe people who	and describe	and describe people	and describe people	and describe people	and describe	

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

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collage Experimenting		manipulating	manipulating	manipulating	resources	
with joining	Handling and	different media-	different media-	different media-	Handling and	
materials- glue and	manipulating	clay and collage	clay and collage	clay and collage	manipulating	
tape Engaging in role	different media-	Experimenting with	Experimenting with	Experimenting with	different media-	
play based on first	clay and collage	joining materials-	joining materials-	joining materials-	clay and collage	
hand experiences	Experimenting	glue and tape	glue and tape	glue and tape	Experimenting	
·	with joining	Engaging in role	Engaging in role	Engaging in role	with joining	
	materials- glue	play based on first	play based on first	play based on first	materials- glue	
	and tape	hand experiences	hand experiences	hand experiences	and tape	
	Engaging in role	ı	'	'	Engaging in role	
	play based on				play based on	
	first hand				first hand	
	experiences				experiences	
Music – Music	experiences		Music - Music	Music – Music	experiences	
Express		Music – Music	Express	Express	Music — Music	
Singing and	Music – Music	Express	Lxpress	Lxpress	Express	
		•	C:: J	C:: J	Exhiess	
performing- nursery	Express	Singing and	Singing and	Singing and	C:	
rhymes, traditional/	Singing and	performing- nursery	performing- nursery	performing- nursery	Singing and	
familiar songs &	performing-	rhymes, traditional/	rhymes, traditional/	rhymes, traditional/	performing-	
counting rhymes.	nursery rhymes,	familiar songs &	familiar songs &	familiar songs &	nursery rhymes,	
	traditional/	counting rhymes.	counting rhymes.	counting rhymes.	traditional/	
	familiar songs &				familiar songs &	
	counting rhymes.				counting rhymes.	