

Reception Medium Term Plan-Autumn 2 - Sky's the Limit

Monday 10th November 2025- Friday 19th December 2025

|   | Week 1  | Week 2   | Week 3  | Week 4  | Week 5   | Week 6  |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |
|---|---|--|---|---|--|---|--|-------------------|------------------|--------|------------|---------------------|--------|---------|-----------------|--------|--|---------------|--------|-------------|-----------------|--------|--|----------|
| <div>PSHE</div> <div>1 Decision</div> <div>PSED</div>     | Managing friendships and social interactions<br><br>Zones of regulation<br><br>Blue learns to share<br><br>Build constructive and respectful relationships<br>Express their feelings and consider the feelings of others  |  | Being aware of our own needs and having empathy for and understanding of others<br><br>Zones of regulation<br><br>Why does purple play differently?<br><br>Think about the perspectives of others<br>Express their feelings and consider the feelings of others |   | Understands that sometimes we have to do things that we don't like doing<br><br>Rainbow helps at home<br><br>Show resilience and perseverance in the face of challenge<br>Think about the perspectives of others | Developing a sense of responsibility<br><br>Yellows bedtime<br><br>See themselves as a valuable individual<br>Build constructive and respectful relationships |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |
| <div>Literacy</div> <div>Communication and Language</div> | Look Up!<br>To listen attentively in a range of situations<br>To listen to stories anticipating key events  | Look Up!<br>To speak in a familiar group<br>To talk about their own ideas.   | Look Up!<br>To talk about how they and others show feelings<br>To talk about the features of their immediate environment and how environments may vary  | Look Up!<br><br>To use past present and future forms accurately when talking about events that have happened and those that might happen in the future. | Look Up!<br>To speak in a familiar group<br>To develop own narratives and explanations by connecting ideas and events.   | Look Up!<br><br>To speak in a familiar group<br>To develop own narratives and explanations by connecting ideas and events.                                    |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |
| Reading   |   | To be able to read and understand simple sentences                           | To demonstrate understanding when talking about what they have read   |   | To be able to read and understand simple sentences<br>To demonstrate an understanding when talking to others about what they have read   |   |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |
| Writing   | To spell some words correctly and others phonetically plausible   |  | To use phonic knowledge to write words in ways which match their spoken sounds<br>To write simple sentences   | To write using some known graphemes   | To write using some known graphemes  | To write using some known graphemes<br>To spell some words correctly and others phonetically plausible  |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |
| Phonics   | <table><tr><th></th><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>ff ll ss j</td><td>put* pull* full* as</td></tr><tr><td>Week 2</td><td>v w x y</td><td>and has his her</td></tr><tr><td>Week 3</td><td>z zz qu<br/>words with s /s/ added at the end (hats sits)<br/>ch</td><td>go no to into</td></tr><tr><td>Week 4</td><td>sh th ng nk</td><td>she push* he of</td></tr><tr><td>Week 5</td><td>• words with s /s/ added at the end (hats sits)<br/>• words ending s /z/ (his) and with s /z/ added at the end (bags)</td><td>we me be</td></tr></table> |  |   |   |  |   |  | Phase 2 graphemes | New tricky words | Week 1 | ff ll ss j | put* pull* full* as | Week 2 | v w x y | and has his her | Week 3 | z zz qu<br>words with s /s/ added at the end (hats sits)<br>ch | go no to into | Week 4 | sh th ng nk | she push* he of | Week 5 | • words with s /s/ added at the end (hats sits)<br>• words ending s /z/ (his) and with s /z/ added at the end (bags) | we me be |
|   | Phase 2 graphemes   | New tricky words   |   |   |  |   |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |
| Week 1  | ff ll ss j  | put* pull* full* as  |   |   |  |   |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |
| Week 2  | v w x y   | and has his her  |   |   |  |   |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |
| Week 3  | z zz qu<br>words with s /s/ added at the end (hats sits)<br>ch  | go no to into  |   |   |  |   |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |
| Week 4  | sh th ng nk   | she push* he of  |   |   |  |   |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |
| Week 5  | • words with s /s/ added at the end (hats sits)<br>• words ending s /z/ (his) and with s /z/ added at the end (bags)  | we me be   |   |   |  |   |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |
| <div>Maths</div> <div>White Rose Maths</div>              | ‘It’s Me 1, 2, 3’<br><br>Ways of Representing 1 2 3<br>Subitising and counting collections of 1 2 or 3 objects  | ‘It’s Me 1, 2, 3’<br><br>Composition of 123<br>Number bonds for numbers to 3 | ‘Circles and Triangles’<br>Circles and triangles<br>The properties of circles and triangles<br>Making circles and triangles   | ‘1,2,3,4,5’<br><br>Children count on and back to 4<br>Subitise and count up to four objects<br>Four<br>Match number names to numerals                   | ‘1,2,3,4,5’<br><br>One more one less<br>Representing numbers using five frame<br>Adding and taking away one  | ‘Shapes with Four Sides’<br><br>Shapes with four sides<br>Properties of squares and rectangles  |  |                   |                  |        |            |                     |        |         |                 |        |  |               |        |             |                 |        |  |          |

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|   | Use their own marks to represent 123<br>Comparing 1 2 3<br>Count on and back using one more and one less  |   |  | Cardinal number<br><br>Five<br>Representation of five objects<br>Subitising and counting five objects       |   | Shapes in everyday objects<br>Building squares and rectangles<br><br>Night and day<br>Ordering events in their daily routine<br>Measure time in simple ways.                                |
| <b>Expressive Arts and Design</b><br><br><b>Role play</b><br><br><b>Using media</b> | <b>Role play – Space station</b><br><br>Develop storylines in their pretend play<br>Return to and build upon their previous learning, refining ideas and developing their ability to represent them<br>Create collaboratively, sharing ideas, resources and skills          |   |  |   | <b>Christmas workshop</b><br><br>Develop storylines in their pretend play<br>Return to and build upon their previous learning, refining ideas and developing their ability to represent them<br>Create collaboratively, sharing ideas, resources and skills |   |
|   | Creating – Junk Modelling<br>(Making Rockets)   | Creating – Paintbrush skills<br>(Flicking, dotting)   | Creating – Colour Mixing<br>(Blending of colours to represent the aurora lights)   | Creating – Junk Modelling<br>(Creating a space station)   | Creating – Paintbrush Texture<br>(Experimenting different paintbrushes)   | Creating – Christmas Cards  |
|   | Explore, use and refine a variety of artistic effects to express their ideas and feelings<br>Return to and build upon their previous learning, refining ideas and developing their ability to represent them<br>Create collaboratively, sharing ideas, resources and skills |   |  |   |   |   |
| <b>Music</b><br><b>Charanga</b><br><b>‘My stories’</b>                              | Explore rhythms<br>Explore high and low<br>Create your own sounds<br>Learn to sing nursery rhymes   |   |  |   |   |   |
| <b>Understanding the World</b>  | <b>Solar System</b><br><br>Explore the natural world around them<br>Recognise some environments that are different to the one in which they live  | <b>Planets</b><br><br>Explore the natural world around them<br>Recognise some environments that are different to the one in which they live | <b>Aurora Lights</b><br><br>Explore the natural world around them<br>Describe what they hear, feel and see outside<br>Recognise some environments that are different to the one in which they live | <b>Transport</b><br><br>Recognise some differences between life in this country and life in other countries | <b>Historical Figures (Neil Armstrong, Mae Jemison, Tim Peake)</b><br><br>Compare and contrast characters from stories and figures from the past<br>Comment on images of familiar situations, including figures from the past                               | <b>Nativity</b><br><br>Compare and contrast characters from stories and figures from the past<br>Recognise that people have different beliefs and celebrate special times in different ways |
| <b>RE</b><br><b>Why do Christians perform Nativity plays at Christmas</b>           | I can tell part of the nativity story e.g. when dressed as a character or using figures from a crib set   | I can recognise something a family is doing at Christmas because they are Christians  | I can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon   | I can talk about things that happen to me e.g. places I go at the weekend                                   | I can talk about something interesting in a story about Jesus as an adult   | I can talk about a person who is important or special to me   |
| <b>Gross motor skills</b>   | To move around safely in a space<br>Develop overall body-strength, balance coordination and agility   | To follow instructions and stop safely  | To stop safely and develop control while using equipment<br>Safely use a range of equipment alone and in a group   | To follow instructions and play safely in a group<br>Safely use a range of equipment alone and in a group   | To follow a path and take turns<br>Revise and refine the fundamental movement skills including jumping, running, hopping, skipping<br>To combine different movements with ease and fluency  | To work cooperatively with a partner  |

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| <b>PE</b><br><b>Get set 4 PE dance</b> | To copy, repeat and explore actions and responses to a theme   | To explore and remember actions considering level, shape and direction | To explore movement using a prop with control and coordination | To move with control and coordination, expressing ideas through movement | To remember and repeat actions moving in time with music | To explore actions in response to a theme and begin to use counts |
| <b>Fine motor skills</b>               | Scissor Skills<br>(Creating different sized planets)   | Playdough<br>(Creating and designing planets)                          | Weaving<br>(Colour combinations)                               | Threading<br>(Transport threading)                                       | Tweezers<br>(Decorating Christmas Trees)                 | Pipettes<br>(Create Starry Night)                                 |
|  | Develop their small motor skills so that they can use a range of tools competently, safely and confidently |  |  |  |  |   |