

RECEPTION MEDIUM TERM OVERVIEW

AUTUMN TERM

Date	SFA topic	Sounds + Words	Mastering Number	15 MINUTE MATHS	SCARF / FBV / SMSC	VOCAB Expected / Extended/ Ambitious
11 SEPT	Welcome to School	Launchpad skills	RBA	SFA - Days of school roll	All about me	Calendar, friend, Reception Describe, same, share, title
18 SEPT	Welcome to School	Launchpad skills	<p>WEEK 1</p> <p>The activities this week provide opportunities for children to:</p> <ul style="list-style-type: none"> represent the number in a given set using different objects – e.g. showing the same number on their fingers name quantities with number words, (e.g. “I can see 3.”) match sets to numerals make their own arrangements that can be subitised. <p>I can describe an amount of space</p>	SFA - Birthday graph	<p>What makes me special</p> <p>FBV – rule of law – class promises.</p>	Author, diary, attribute, similar

25 SEPT	I am Amazing, I Feel Fine	Launchpad skills	<p>WEEK 2</p> <p>This week, the children will engage with activities that draw attention to the purpose of counting – to find out ‘how many’ objects there are</p> <p>The children will also explore how all sorts of things can be counted, including sounds. Singing counting rhymes will give them opportunities to hear, join in with and develop their knowledge of the counting sequence.</p> <p>I can create 2 colour patterns.</p>	<p>SFA - Kinderoo’s badge shape poster 1 and 2</p> <p>2D shapes – Mr Men</p>	<p>My feelings 1</p> <p>FBV – individual liberty – we have choices, self esteem</p>	<p>Angry, excited, inside, outside, over, under</p> <p>Beside, between, interesting, language, lonely, match, serious, sort, proud</p> <p>line</p> <p>Below, curious, disappointed, features, frustrated, graph, magical, magnificent, marvellous, unique</p>
2 OCT	I am Amazing, I Feel Fine	s a	<p>WEEK 3</p> <p>This week, the children will explore how numbers can be composed of 1s and, from this, begin to investigate the composition of 3 and 4. Composing and de-composing numbers involves children investigating part–whole relations, e.g. seeing that 3 can be composed of 1 and 2. The children will learn from practical experience that a ‘whole’ is made up of smaller parts and is, therefore, bigger than its parts.</p> <p>I can use 3D shapes when I play</p> <p>I can make a whole turn</p>	<p>PP – 2D shapes</p> <p>SFA - Number recognition circle 1-5</p>	<p>My feelings 2</p>	

9 OCT	Season of Plenty + Autumn	<p>t p</p> <p>to</p>	<p>WEEK 4</p> <p>This week, the children will build on their subitising skills. They will continue to use 'perceptual' subitising – instant recognition – by saying the number of sounds that they can hear, such as claps or drum beats, without needing to count. They will be encouraged to look closely at small quantities and observe whether the quantity has changed or only the arrangement.</p> <p>The children will also be encouraged to represent quantities in different ways by using a number of fingers on one hand. Some children will be able to show an amount 'all at once' while others will need a lot more practice to be able to do this. Build confidence by allowing the children to 'grow their fingers' – putting up one finger at a time – before showing them, and gradually introduce the idea of making an amount 'all at once' when they become more familiar with finger patterns.</p> <p>I can record my sorting using mark making</p>	<p>SFA - Shapes around us (4 posters)</p>	<p>Seasons</p>	<p>Autumn, numbers, pumpkin, shapes, spring, stems, summer, winter</p> <p>Harvest, season, vines</p> <p>a lot, to</p>
16 Oct	Season of Plenty + Autumn	<p>satp</p> <p>to</p>	<p>WEEK 5</p> <p>The activities this week will focus on developing this innate skill as children are encouraged to look carefully and use the language of comparison to describe sets of objects that they can see. Language is a key focus and adults will model the language of 'more than' and 'fewer than' to describe how many objects there are in each set. 'Fewer than' is used rather than 'less than' because the focus is on countable things.</p> <p>I can play 'shop' – buying things</p>	<p>SFA - Long, longer, longest</p>	<p>I'm Special, You're Special</p> <p>FBV – mutual respect and tolerance.</p>	<p>Bare, closer, closest, culture, farther, farthest, gradually, heap, stalk, yeast</p>

30 OCT	Nearest and Dearest	i n no l	<p>WEEK 6</p> <p>This week, the children will continue to engage with activities that underline the purpose of counting – to find out ‘how many’ objects there are altogether. They will reinforce their understanding of cardinality – that the last number in the count tells us ‘how many’ things there are altogether in a set of objects – and they will further practise their 1:1 correspondence skill, by counting numbers at the same time as moving or tagging objects.</p> <p>I can move myself in specific ways</p>	SFA - Our favourite ice cream / animals graph	Me and My Special people	<p>Aunt, brother, friend, sister, uncle</p> <p>Care, disagree, grandfather/mother, mother, portrait, share, father</p> <p>Argument, co-operate, foster family, fairy tale, imaginary, observe, question mark</p>
6 NOV	Bonfire	m d the	<p>WEEK 7</p> <p>The children will be encouraged to compare the number of objects in 2 sets by matching them 1:1. Seeing that objects in some sets can be matched without any being left over will draw the children’s attention to instances when the quantities of objects are equal.</p> <p>I can see when shapes are similar. I can recognise a circle, a square, a triangle, rectangle</p>	SFA - Where is Kinderoo? poster 1	recap	<p>Recap</p> <p>Light</p>
13 NOV	Diwali [Hinduism]	g o go	<p>WEEK 8</p> <p>This week, the children will begin to explore composition by focusing on the preliminary skills: the concept of ‘wholes’ and ‘parts’. By investigating their own bodies and familiar toys they will begin to understand that whole things are often made up of smaller parts and that a whole is, therefore, bigger than its parts.</p>	SFA - Our activities graph	Who can help Me?	<p>Festival, celebration</p> <p>Golden deer, Rama, Sita, Hanuman, Ravana, Lakshmana, diva lamp, symbol, Rangoli, Hindu belief.</p>

			I can compare 2 and 3 different amounts of mass.			
20 NOV	Head to Toe	c k ck into	<p>WEEK 9</p> <p>This week, the children will build on their understanding of the composition of numbers by investigating the composition of 3, 4 and 5. Composing and de-composing numbers involves the children investigating part-part-whole relations, e.g. seeing that 3 can be composed of 1 and 2. Through practical experience, they will consolidate their understanding of a whole being made up of smaller parts. They will begin to recognise that numbers can be made by combining parts in different ways. A key focus will be the spatial arrangements that can be made with different combinations of the same number of objects.</p> <p>I can compare two and three different amounts of distance</p>	SFA - Shorter / longer than a foot	Happy Mind – know your brain	<p>Back, blood, bones, ears, elbow, eyes, feet, fingers, hands, hair, head, inside, knees, mouth, neck, nose, outside, see, shoulders, skin, taste, toes, tongue, touch</p> <p>Amazing, ankle, decide, heart, hips, knuckles, sense, smell, taste buds, waist, wrist Beat, eardrum, oesophagus, exhale, inhale, hearing, heartbeat, intestines, lungs, muscles, nerves, oxygen, pump, sight, skeleton, stethoscope, stomach, tendon</p>
27 NOV	Head to Toe	g o c k ck go into the	<p>WEEK 10</p> <p>This week, the children will continue to engage with activities that draw attention to the purpose of counting – to find out ‘how many’ objects there are. Adults will emphasise the numerosity of the set, e.g. <i>Would you please collect 6 crayons and bring them to me?</i> The children will revisit the concept of 1:1 correspondence by making sure that they match collections of objects to their representations. They will develop their understanding of the concept of cardinality – that the last number in the count tells us ‘how many’ things there are altogether – and begin to apply this concept to count more abstract things, such as claps and jumps.</p>	Favourite hats graph.	Move your Body	

			<p>The children will also begin to explore verbal counting to larger numbers. Counting together to numbers larger than 20 will begin to expose the pattern of number names beyond the tricky 'teen' numbers. The children will also have opportunities to begin to link quantities to 5 with their corresponding number and to explore conservation of number by investigating what happens to quantities of objects when they are rearranged.</p> <p>I can describe my own position</p>			
4 DEC	Recap and consolidation	<p>g o c k ck</p> <p>go into the</p> <p>shared reader 1</p>	<p>Recap and consolidation and gap teaching</p> <p>I can recognise a cube.</p>	SFA – shortest and short	I am caring	<p>Sheep, donkey, star, tree, party, cards</p> <p>celebration, kings, tinsel, bauble, gift, festival, turkey</p>
11 DEC	Christmas (Christianity)	<p>e u r</p> <p>shared reader 2</p>	<p>Recap and consolidation and gap teaching</p> <p>I can play shop – identifying coins, narrating and giving change</p>	SFA number rec circle 6-10	I am a friend	<p>Christian, Mary, Jesus, Joseph, God, Bethlehem, stable, manger, shepherds, angel</p> <p>naughty</p>
18 DEC	Christmas	<p>e u r</p> <p>shared reader 2</p>	<p>Recap and consolidation and gap teaching</p> <p>I can play shop – identifying coins, narrating and giving change</p>		recap	