

# Highworth Combined School

## Medium Term Planning – Autumn 2026      Year: Reception

| Week beginning                                                                                                                                                 | Mathematics                                                      | Literacy                                                         | Communication and Language                                                   | Understanding the world (PKC)                                    | PSED (Jigsaw)                                                    | Expressive arts and design                                                                       | Physical development                                                                                                        |
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| <u>1</u><br>31 <sup>st</sup> August<br>(INSET 1 <sup>st</sup> , 2 <sup>nd</sup><br>3 <sup>rd</sup> - Children<br>return <b>Friday</b> 4 <sup>th</sup><br>Sept) |                                                                  |                                                                  |                                                                              |                                                                  |                                                                  |                                                                                                  |                                                                                                                             |
| <u>2</u><br>7 <sup>th</sup> September                                                                                                                          | Meeting parents and children<br>Settling in<br>Introducing areas | Meeting parents and children<br>Settling in<br>Introducing areas | Meeting parents and children<br>Settling in<br>Introducing areas             | Meeting parents and children<br>Settling in<br>Introducing areas | Meeting parents and children<br>Settling in<br>Introducing areas | Meeting parents and children<br>Settling in<br>Introducing areas                                 | Meeting parents and children<br>Settling in<br>Introducing areas                                                            |
| <u>3</u><br>14 <sup>th</sup> September                                                                                                                         | Introducing numbers 0-5                                          | Super Duper You                                                  | Celebrating our similarities and differences                                 | All about me – body parts                                        | Who – me?!                                                       | Self-portraits ~<br><b>Head, shoulders, knees and toes</b>                                       | PE: Fundamental skills<br>Developing finger strength and pencil grip<br>KL: Animal poses<br>Finger work out                 |
| <u>4</u><br>21 <sup>st</sup> September                                                                                                                         | Unit 1: Early mathematical experiences                           | You Choose                                                       | Discussing different opinions                                                | Oral hygiene                                                     | How am I feeling today?                                          | Self portraits<br><b>Here we go round the Mulberry bush (This is the way we brush our teeth)</b> | PE: Fundamental skills<br>Developing finger strength and pencil grip<br>KL: The 6 moves<br>Pencil pick up                   |
| <u>5</u><br>28 <sup>th</sup> September                                                                                                                         | Unit 1: Early mathematical experiences                           | The Dot                                                          | Listening to others<br>Discuss our families                                  | My family and myself                                             | Being at school                                                  | Home corner – adult supported play.<br><b>Finger family</b>                                      | PE: Fundamental skills<br>Developing finger strength and pencil grip<br>KL: Window cleaner family                           |
| <u>6</u><br>5 <sup>th</sup> October<br>(Weds 7 <sup>th</sup><br>individual & sibling<br>photographs)                                                           | Unit 1: Early mathematical experiences                           | Three Little Pigs                                                | Discuss different types of houses and where we live                          | Where I live                                                     | Gentle hands                                                     | House line drawings<br><b>Polly put the kettle on</b>                                            | PE: Fundamental skills<br>Developing finger strength and pencil grip<br>KL: Jumper and Abracadabra family                   |
| <u>7</u><br>12 <sup>th</sup> October                                                                                                                           | Unit 2: Pattern and early number                                 | Three Little Pigs                                                | Ask questions about different occupations                                    | People who help us                                               | Our rights                                                       | Junk modelling emergency service vehicles<br><b>Baa Baa Black Sheep</b>                          | PE: Fundamental skills<br>Developing finger strength and pencil grip<br>KL: Abracadabra, special squirter and fisher family |
| <u>8</u><br>19 <sup>th</sup> October<br>(Fireworks event<br>Thurs 22 <sup>nd</sup> :/ INSET<br>Day Fri 23 <sup>rd</sup> )                                      | Unit 2: Pattern and early number                                 | Three Little Pigs                                                | Learn about our local community<br>Discuss and notice the changes in seasons | Our community through the year<br>Seasons                        | Our responsibilities                                             | Autumn inspired art - pumpkins<br><b>1,2,3,4,5 Once I caught a fish alive</b>                    | PE: Fundamental skills<br>Developing finger strength and pencil grip<br>KL: Fisher and slider family                        |

# HALF TERM

| Week beginning                                                                                                           | Mathematics                               | Literacy              | Communication and Language                                             | Understanding the world (PKC) | PSED (Jigsaw)            | Expressive arts and design                                                                                      | Physical development                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------|------------------------------------------------------------------------|-------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <u>9</u><br>2 <sup>nd</sup> November                                                                                     | Unit 3: Numbers within 6                  | Goldilocks            | Ask questions about story characters                                   | Transport                     | What am I good at?       | Firework paintings<br><b>Down at the station</b>                                                                | PE: Dance<br>Letter formation and pencil grip<br>KL: Window cleaner and jumper family                |
| <u>10</u><br>9 <sup>th</sup> November<br>(Parent/carer consultations<br>Tues 10 <sup>th</sup> & Thurs 12 <sup>th</sup> ) | Unit 3: Numbers within 6                  | Goldilocks            | Discuss transport from around the world                                | Transport around the world    | I am special, I am me    | Collage a bear<br>Singing in a group<br>Christmas performance<br><b>Miss Polly had a dolly</b>                  | PE: Dance<br>Letter formation and pencil grip<br>KL: Jumper and Abracadabra family                   |
| <u>11</u><br>16 <sup>th</sup> November                                                                                   | Unit 4: addition and subtraction within 6 | Goldilocks            | Retell a familiar story                                                | Transport of the past         | Families                 | Junk modelling – a steam train<br>Singing in a group<br>Christmas performance<br><b>The wheels on the bus</b>   | PE: Dance<br>Letter formation and pencil grip<br>KL: Abracadabra, special squirter and fisher family |
| <u>12</u><br>23 <sup>rd</sup> November                                                                                   | Unit 4: addition and subtraction within 6 | Owl Babies            | Discuss and ask questions about different environments                 | Travelling to the South Pole  | Houses and homes         | Exploring tints and shades of blue<br>Singing in a group<br>Christmas performance<br><b>I'm a little teapot</b> | PE: Dance<br>Letter formation and pencil grip<br>KL: Slider family                                   |
| <u>13</u><br>30 <sup>th</sup> November                                                                                   | Unit 5: Measures                          | Owl Babies            | Discuss nocturnal and diurnal animals                                  | Nocturnal Animals             | Making friends           | Painting with feathers<br>Singing in a group<br>Christmas performance<br><b>Humpty dumpty</b>                   | PE: Dance<br>Letter formation and pencil grip<br>KL: Pushing numbers                                 |
| <u>14</u><br>7 <sup>th</sup> December                                                                                    | Unit 6: Shape and sorting                 | Owl Babies            | Explore the similarities and differences in the festivals we celebrate | Christmas                     | Standing up for yourself | Christmas art<br>Singing in a group<br>Christmas performance<br><b>Hickory Dickory Dock</b>                     | PE: Dance<br>Letter formation and pencil grip<br>KL: Pulling numbers                                 |
| <u>15</u><br>14 <sup>th</sup> December<br>(School closes 2.15 Friday 18th)                                               | Assessment                                | Little Robin Red Vest | Explore the similarities and differences in the festivals we celebrate | Christmas                     | Celebrations             | Christmas art<br>Singing in a group<br>Christmas performance                                                    | PE: Dance<br>Letter formation and pencil grip<br>KL: assessment                                      |