



Linden Primary School Medium Term Plan – Reception Autumn



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me and Once Upon a Time!	Festivals and Space!	Bird Spotting!	Animals-Author study (Catherine Rayner)	Mad about Dinosaurs!	Important People!
Focus topics Reception	<ul style="list-style-type: none"> Well-being Friendships My family tree When I was a baby Traditional tales 	<ul style="list-style-type: none"> Autumn Space Weather Winter Black history Christmas When I grow up, I want to be.. 	<ul style="list-style-type: none"> National Bird Watch Day Similarities and differences between birds Chinese New Year Similarities and differences around the world 	<ul style="list-style-type: none"> Spring Growing Planting Friendship Hygiene Recycling/ looking after the planet Easter 	<ul style="list-style-type: none"> Similarities and differences over time Past and present 	<ul style="list-style-type: none"> Summer Important people Explorers Inventors
High quality texts – Reception	<ul style="list-style-type: none"> My Friends If I Were King I'm Almost Always Kind Me and My Family Goldilocks and the Three Bears The Three Billy Goats Gruff Rapunzel The Enormous Turnip The Elves and the Shoemaker 	<ul style="list-style-type: none"> I Love the Seasons- Autumn The Leaf Thief Diwali Winter The Nativity Story Whatever Next! Mae Among the Stars Little People, Big Dreams- Mae Jemison Little People, Big Dreams- Neil Armstrong Look Up 	<ul style="list-style-type: none"> Birds The Crow and the Peacock Otto Blotter Bird Spotter The Great Race/ My First Chinese New Year The Little Red Hen Puffin Peter 	<ul style="list-style-type: none"> Arlo- The lion who couldn't sleep Abigail Augustus and his smile Emperor on ice Smelly Louie Iris and Isaac Easter 	<ul style="list-style-type: none"> Have you seen Dinosaur? Mad about Dinosaurs Am I yours? 	<ul style="list-style-type: none"> Little People, Big Dreams- Amelia Earhart Little People, Big Dreams- David Attenborough When I Grow Up-Great Leaders My Name is Malala When I Grow Up-Sports Leaders
WOW moments/ enrichments	<ul style="list-style-type: none"> Autumn walk Remembrance Day Harvest Time Planting 	<ul style="list-style-type: none"> Trip to the library Story teller workshop Nativity Bonfire night/sparklers Diwali Visit the St Deny's Church-Christmas 	<ul style="list-style-type: none"> Chinese New Year National Bird Watch Trip at Watermead Park Trip to Ethel Bakery 	<ul style="list-style-type: none"> Trip to the pond Hatching eggs Recycling Visit the St Deny's Church-Easter 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Trip to the Farm Sport's Day

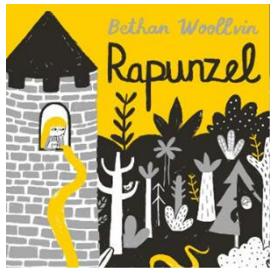



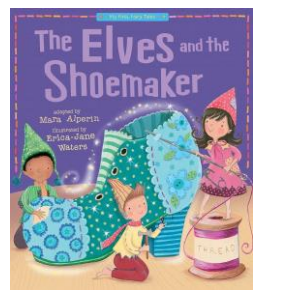
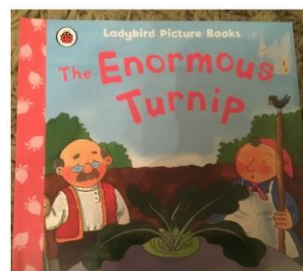
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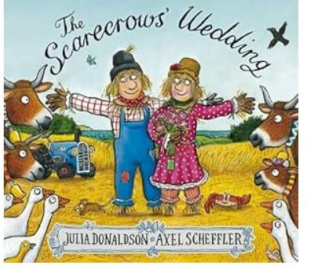



Reception Autumn 1 – Disciplinary Knowledge

Communication and language Speaking Listening Understanding	PSED Self-Regulation Managing Self Building Relationships	Physical Development	Literacy Reading Writing	Maths	Understanding the World	Expressive Arts & Design Being Imaginative Music Making Drawing and making skills
<ul style="list-style-type: none"> I can listen to and join in with songs, rhymes stories and associated actions. I can offer my own ideas based in several situations, sometimes with support. I talk in full sentences, sometimes with support. I talk in full sentences, of at least 4-6 words. I retell the main points of my favourite stories. I can answer <i>where, when, how and why</i> questions, sometimes adding more detail to my answers. I can retell traditional tales in order with some detail. 	<ul style="list-style-type: none"> I can use basic vocabulary (happy, sad) to identify and explain my emotions. I can show a developing understanding of classroom rules and routines I can listen to and complete 2-part instructions given by my teachers. I can ask for help from familiar adults or other children when I need it. I can make independent choices in the learning environment sometimes with support. I can share and take turns without an adult I know that I need to listen to my friends and teachers and can show this by looking 	<ul style="list-style-type: none"> I can use one handed tools safely and find what need in the environment e.g., scissors, knives, forks, pencils, paintbrushes I can cut using scissors with growing control I can explore different ways of moving, including marching, tiptoeing, and squatting I can go to the toilet independently, wash my hands, say when I'm hungry / thirsty / feeling unwell, line up and follow instructions. I can use a pen, pencil, scissors, or paintbrush to follow along / trace a line / shape 	<ul style="list-style-type: none"> I can identify rhyming pairs and continue a rhyming string I can orally blend and segment I can read and write my name I can name the first 10 letter sound correspondences (Phase 2), sometimes with support. I can give meanings to marks. 	<p>Match, Sort & Compare (2 weeks)</p> <ul style="list-style-type: none"> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts (more and less) <p>Talk about measure and patterns (2 weeks)</p> <ul style="list-style-type: none"> Compare size (bigger and smaller) Compare mass (heavier and lighter) Compare capacity (more, least) Explore simple patterns Copy and continue simple patterns Create simple patterns <p>It's Me 1, 2, 3 (2 weeks)</p> <ul style="list-style-type: none"> Find 1, 2 and 3 Subitise 1, 2 and 3 (recognising an amount without counting) Represent 1, 2 and 3 (numerals, pictorials) 1 more 1 less 	<ul style="list-style-type: none"> I can talk about people I know in my life. I can compare my school environment with my home environment and say how these differences might impact on my behaviour. I can talk about the seasons and how these change the environment throughout the year- Autumn 	<ul style="list-style-type: none"> I can use a pen, pencil, chalk, pastel, paint to draw a self-portrait I can use a camera to take photos of myself and my friends I can name all of the colours and use them for a purpose I can say what my creation is. I can act out my own narratives with others, based on my everyday experiences I learn to sing simple songs from memory, with the support of an adult I can create patterns using shapes and colours.

Week	Key text	Substantive Knowledge Development matters link	Phonics:	Writing outcome	Maths Outcome	Cooking activity/ Gardening activity	Art/ D&T activity	Parental Engagement / Extra Curricular Activity	Extra-Curricular Activity	Assessment / learning walk	Key questions Key Vocabulary	Trips	Homework
1 2.9.24	Baseline Assessment	<ul style="list-style-type: none"> I can use a pen, pencil, chalk, pastel, paint to draw a self-portrait I can talk about people I know in my life I can compare my school environment with my home environment and say how these differences might impact on my behaviour 	A1 W1: s, a, t, p	Writing their name for their self-portrait	Baseline Assessment		Kapow Art: Drawing marvellous marks Outcome Self-portrait/ A3 for class display/ corridor			Baseline Assessment	round zigzag line wiggly		Choose 3 photos of their family and them and talk about it with your child. Child to select one family photo to bring in.
2 9.9.24	Hair- Rapunzel 	<ul style="list-style-type: none"> I can use a camera to take photos of myself and my friends I can create patterns using shapes and colours. I can talk about people I know in my life I can compare my school environment with my home environment and say how these differences might impact on my behaviour 	A1 W2: i, n, m, d	Mark making-different types of hair-wavy, straight, curly/ use different mediums	Unit 1- W1 Match Sort and Compare	Gardening		Planting-Radish, turnip and carrots-invite parents	(cutting-straight, wavy lines).		Cut Wavy curly Match Sort		

<p>3 16.9.24</p>	<p>Hansel and Gretel</p> 	<ul style="list-style-type: none"> I can create patterns using shapes and colours. 	<p>A1 W3: g, o, c, k</p> <p>Tricky word: is</p>	<p>label simple words- man, mat, tap</p>	<p>Unit 1- W2 Match Sort and Compare</p>	<p>D&T: Make a healthy salad/ meal</p>			<p>Healthy and Unhealthy learning</p>		<p>Heavy Light Big Small</p>		<p>practical- collect a range of shoes, pillows or objects at home and sort them by colour or shape or size.</p>
<p>4 23.9.24</p>	<p>Elves and the Shoemaker</p> 		<p>A1 W4: ck, e, u, r</p> <p>Tricky word: I</p>	<p>label simple words- cat, sit, tip (toe)</p>	<p>Unit 2- W1 Talk about measure and patterns (Steps 4, 5, 6)</p> <p>Shoe boxes and a range of shoes- children have to find same, put them in pairs, count them. Put them into longest and shortest.</p>	<p>Gardening</p>	<p>Art: Design their own shoe</p>		<p>Weaving, threading using leaves, ribbons</p>	<p>Emma visiting Friday 27th September</p>	<p>Long Short same pairs pattern</p>		<p>Send message out for the scarecrow competition/ phonics workshop Wednesday 9th October.</p>
<p>5 30.9.24</p>	<p>The Enormous Turnip</p>  <p>Turnip</p>	<ul style="list-style-type: none"> I can name all of the colours and use them for a purpose 	<p>A1 W5: h, b, f, l</p> <p>Tricky word: the</p>	<p>'Pull it up.' 'It is big.'</p>	<p>Unit 2- W2 Talk about measure and patterns (Steps 1, 2, 3)</p> <p>A range of vegetables- heavy, light, scales- outside and inside. Sort them into colour, size, shape, weight, length.</p>	<p>D&T: Make Vegetable Soup</p>					<p>Push Pull Beneath stir squash</p>		<p>Go to the supermarket and spot different vegetables you can see. Extra- write a shopping list or take pictures.</p>

<p>6 7.10.24</p>	 <p>Harvest- The Scarecrows' wedding</p>	<ul style="list-style-type: none"> I can act out my own narratives with others, based on my everyday experiences I can talk about the seasons and how these change the environment throughout the year- Autumn 		<p>List for making a scarecrow hat top leg Fill it up.</p>	<p>Unit 3- W1 It's Me: 1, 2, 3</p> <p>Exploring different materials- soft, rough,</p> <p>Lemons and limes in the outside mud kitchen- squeeze.</p>	<p>Art: Scarecrow competition with their parents.</p> <p>Make flower crowns</p> <p>Gardening</p>		<p>LW Parent's Phonics Workshop/ Parent and child scarecrow competition 9.10.24</p>	<p>Bring in food for food banks</p>	<p>Autumn 1: LW Assessment (Free write from all children).</p>	<p>thread shove force squeeze soft rough</p>	<p>Monday Send letters for St Den's Church trip</p>	
<p>7 14.10.24</p>	 <p>The Gingerbread Man</p>	<ul style="list-style-type: none"> I can act out my own narratives with others, based on my everyday experiences 	<p>A2 W1: ff, ll, ss, zz, j</p> <p>Tricky word: put, pull, full, as</p>	<p>'Run Run' 'Get the man'. HA: I am fast.</p>	<p>Unit 3- W2 It's Me: 1, 2, 3</p> <p>Ginger bread dough- roll, mix, scoop. Home-corner/ mud kitchen- roll, mix, counting the spoonful's, the buttons, arms, legs.</p>	<p>D&T: Make Gingerbread Biscuits</p>					<p>mix roll spoon scoop push</p>		<p>Go on a number walk or walk to school and see what numbers you can find.</p>



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Reception Autumn 1 Milestones to work towards to be 'on track'						
CLL	PSE	PD	Lit	Maths	UW	EA



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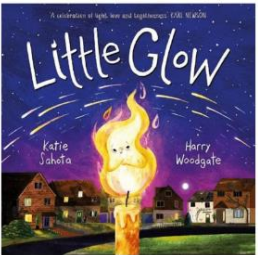
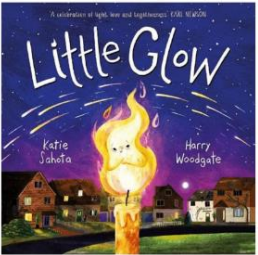
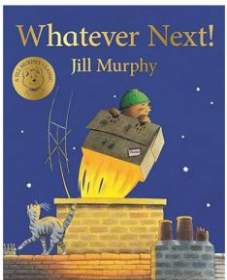
<ul style="list-style-type: none"> • I can listen to and join in with songs, rhymes stories and associated actions • I can offer my own ideas based in several situations, sometimes with support. • I talk in full sentences, sometimes with support. • I talk in full sentences, of at least 4-6 words. • I retell the main points of my favourite stories • I can answer <i>where, when, how and why</i> questions, sometimes adding more detail to my answers. • I can retell traditional tales in order with some detail. 	<ul style="list-style-type: none"> • I can use basic vocabulary (happy, sad) to identify and explain my emotions. • I can show a developing understanding of classroom rules and routines. • I can listen to and complete basic 2 part instructions given by my teachers. • I can ask for help from familiar adults when I need it. • I can make independent choices in the learning environment sometimes with support. • I can share and take turns with support. • I know that I need to listen to my friends and teachers and can show this by looking. 	<ul style="list-style-type: none"> • I can use one handed tools safely and find what need in the environment e.g., scissors, knives, forks, pencils, paintbrushes. • I can cut using scissors with growing control and hold scissors correctly. • I can explore different ways of moving, including marching, tiptoeing, and squatting • I can go to the toilet independently, wash my hands, say when I'm hungry / thirsty / feeling unwell, line up and follow instructions. • I can use a pen, pencil, scissors or paintbrush to follow along / trace a line / shape 	<ul style="list-style-type: none"> • I can identify rhyming pairs and continue a rhyming string • I can orally blend and segment • I can read and write my name • I can name the first 19 letter sound correspondences (Phase 2), sometimes with support. • I can give meanings to marks. 	<p><u>Match, Sort & Compare</u></p> <ul style="list-style-type: none"> • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts (more and less) <p><u>Talk about measure and patterns</u></p> <ul style="list-style-type: none"> • Compare size (bigger and smaller) • Compare mass (heavier and lighter) • Compare capacity (more, least) • Explore simple patterns • Copy and continue simple patterns • Create simple patterns <p><u>It's Me 1, 2, 3 (2 weeks)</u></p> <ul style="list-style-type: none"> • Find 1, 2 and 3 • Subitise 1, 2 and 3 (recognising an amount without counting) • Represent 1, 2 and 3 (numerals, pictorials) • 1 more • 1 less 	<ul style="list-style-type: none"> • I can talk about people I know in my life • I can compare and contrast my school environment with my home environment and say how these differences might impact on my behaviour • I can talk about the seasons and how these change the environment throughout the year- Autumn 	<ul style="list-style-type: none"> • I can use a pen, pencil, chalk, pastel, paint to draw a self-portrait. • I can use a camera to take photos of myself and my friends. • I can name all of the colours and use them for a purpose. • I can say what my creation is. • I can act out my own narratives with others, based on my everyday experiences • I learn to sing simple songs from memory, with the support of an adult • I can create patterns using shapes and colours.
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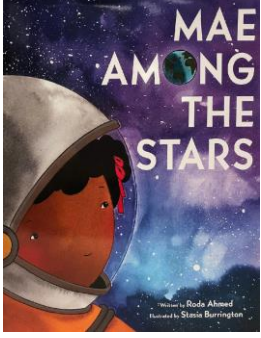
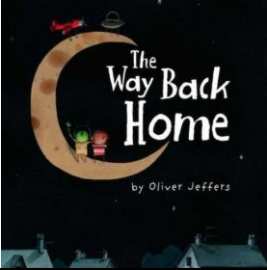


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Communication and language Speaking Listening Understanding	PSED Self-Regulation Managing Self Building Relationships	Physical Development	Literacy Reading Writing	Maths	Understanding the World	Expressive Arts & Design Being Imaginative Music Making Drawing and making skills
<ul style="list-style-type: none"> I can retell known stories in my own words, with some support I can offer my own ideas and recall experiences using new words I've learnt. I can make up my own stories with support. I talk in full sentences using past and present tenses sometimes correctly. 	<ul style="list-style-type: none"> I can use more complex vocabulary to identify the emotions and feelings in stories. I can show an increasing awareness and understanding of the feelings of others. I follow classroom rules and routines. I can complete two-part instructions given to me by my teacher without reminders. I can make independent choices in the learning environment I can continue an activity until completion. I can work with my friends to tidy the learning environment by following a model I can pay attention and respond appropriately in conversations. 	<ul style="list-style-type: none"> I can hold a pencil using a tripod grip. I can form identifiable letters, following a model. I can show coordination when demonstrating gross motor movements i.e. rolling, crawling, skipping, hopping, jumping etc). I can explore different ways of moving and using equipment. I can balance on 1 leg. I can hold a position for 10 seconds. I can get dressed and undressed independently. 	<ul style="list-style-type: none"> I can confidently read the first 19 letter sound correspondences (Phase 2) I can read all Phase 2 Tricky words I can read and make CVC words I can read phase 2 books, sometimes with support. I attempt to form letter shapes matched to sounds. 	<p><u>It's Me 1, 2, 3 (1 week)</u></p> <ul style="list-style-type: none"> Composition of 1, 2 and 3 (different ways of making 1, 2, and 3 e.g. 1 and 2 makes 3). <p><u>Circles and triangles (2 weeks)</u></p> <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position <p><u>1, 2, 3, 4, 5 (3 weeks)</u></p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 <p><u>Shapes with 4 sides (1 week)</u></p> <ul style="list-style-type: none"> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night <p><u>Alive in 5 (1 week)</u></p> <ul style="list-style-type: none"> Introduce zero Find 0 to 5 <p><u>Ongoing</u></p> <ul style="list-style-type: none"> Compare size (bigger and smaller) Compare mass (heavier and lighter) Compare capacity (more, least) 	<ul style="list-style-type: none"> I can talk about the different seasons. I can talk about how the seasons change over time. I can talk about different religions / cultures; how they are similar and different from my own. I can talk about the seasons and how these change the environment throughout the year- winter I can compare the lives of other people in the past with my life now. I can talk about the past in contrast to the present using pictures, characters, and stories I can describe changes in water as it freezes and melts 	<ul style="list-style-type: none"> I can mix colours and create different shades. I know what a silhouette is and how to create one. I can say what my creation is and talk about it with support. I can retell known stories using props and puppet I can sing new songs once they've been taught to me I use instruments to keep a beat and play increasingly complex patterns I can create a collage using scissors, glue and colours effectively I know who (Vincent Van Gogh) is and can talk about his/her style

Week	Key text	Substantive Knowledge Development matters link	Phonics sounds:	Writing outcome	Maths learning- White Rose	Cooking activity/ Gardening	Art/ D&T activity	Parental Engagement/ Extra Curricular Activity	Extra-Curricular Activity	Assessment	Key questions Key Vocabulary	Trip	Homework
1 28.10.24	<p>Little Glow Book</p>   <p>Diwali/ Halloween</p>	<ul style="list-style-type: none"> I can mix colours and create different shades. I can talk about the different seasons. I can talk about how the seasons change over time. I can talk about different religions / cultures; how they are similar and different from my own. 	<p>A2 W2: v, w, x, y</p> <p>Tricky word: and, has, his, her</p>	<p>Mix it Roll it Pop it in a pan.</p>	<p>Unit 3- W3 It's Me: 1, 2, 3</p>	<p>D&T: Make chapatis</p>	<p>Mendhi patterns using henna cones</p> <p>D&T: Make a Diva holder</p>	<p>Parents Evening</p>	<p>Diwali Party- food, dancing, wear special clothes.</p>	<p>Emma visiting Thursday 31st October</p>	<p>Pinch Light stretch shadow</p>	<p>Monday Send letters for St Deny's Church trip</p>	
2 4.11.24	<p>Zim Zam Zoom poetry- Bonfire Night- Little Glow</p> 	<ul style="list-style-type: none"> I can create a collage using scissors, glue and colours effectively I know what a silhouette is and how to create one. 	<p>A2 W3: z, qu, plural s, ch</p> <p>Tricky word: go, no, to, into,</p>	<p>'Bang' 'Pop' 'Fizz'</p>	<p>Unit 4- W1 Circles and triangles</p>	<p>Gardening</p>	<p>Kapow Art- Painting and Mixed Media unit</p> <p>Outcome: Firework Artwork (collage)</p>		<p>Fire safety- using a sparkler.</p>		<p>bright pop side curve</p>		<p>Go on a shape hunt on your way to school and see if you can spot any triangles or circles- take pictures.</p>
3 11.10.24	<p>Whatever Next</p> 	<ul style="list-style-type: none"> I can talk about the different seasons. I can talk about how the seasons change over time. 	<p>A2 W4: sh, th, ng, nk</p> <p>Tricky word: she, he, of</p>	<p>Labelling- Hat, box, bag,</p>	<p>Unit 4- W2 Circles and triangles</p>	<p>D&T: Cooking for a picnic- biscuits or fruit salad.</p>			<p>Children in Need</p>		<p>join travel same different straight</p>		

4 18.11.24	Mae Jemison 	<ul style="list-style-type: none"> I know who (Vincent Van Gogh) is and can talk about his/her style. I can compare the lives of other people in the past with my life now. 	A2 W5: Plural s, review Tricky word: we, be, me	I will be a _____. (When I grow up)	Unit 5- W1 1, 2, 3, 4, 5	Gardening	Look at Vincent Van Gogh and create a night sky				wish make next before		Sing nursery rhymes e.g. 5 little ducks, 5 speckled frogs, 1, 2, 3, 4, 5 once I caught a fish alive, 5 little monkeys. (Send out QR song paper).
5 25.11.24	The Way Back Home 			Sequencing: I went up. I got stuck. We went back.	Unit 5- W2 1, 2, 3, 4, 5	D&T: making playdough	Art: Making rockets using junk modelling-joining (tape)			Autumn 2: LW Assessment (Free write from all children).	fix mend attach		
6 2.12.24	Nativity		S1 W1: ai, ee, igh, oa Tricky word: Recap		Unit 5- W3 1, 2, 3, 4, 5	D&T: Design a wreath	Art: Making rockets using junk modelling-joining (pva glue)				before after more	Church/ Winter walk at Evington park (Date: 3.12.24	
7 9.12.24	Nativity	<ul style="list-style-type: none"> I can talk about different religions / cultures; how they are similar and different from my own. 	S1 W2: oo, oo, ar, or Tricky word: was, you, they		Unit 6- W1 Shapes with 4 sides			Nativity Production Thursday 12th December					Monday Send letters for Water mead Park trip
8	Winter	<ul style="list-style-type: none"> I can describe changes in 	S1 W3:	We went to	Unit 7-	D&T: hot	Winter art	PTFA Winter			hot		



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16.12.24		state- hot chocolate, ice melting • I can talk about the seasons and how these change the environment throughout the year- winter	ur, ow, oi, ear Tricky word: my, by, all	the church. I was a ___	W1 Alive in 5	chocolate	work	Craft Morning. Wednesday 18th December			cold winter freezing		
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Reception Autumn 2 Milestones to work towards to be 'on track'

CLL	PSE	PD	Lit	Maths	UW	EA
<ul style="list-style-type: none"> I can retell known stories in my own words, with some support I can offer my own ideas and recall experiences using new words I've learnt. I can make up my own stories with support. I talk in full sentences using past and present tenses sometimes correctly. 	<ul style="list-style-type: none"> I can use more complex vocabulary to identify the emotions and feelings in stories. I can show an increasing awareness and of the feelings of others. I follow classroom rules and routines. I can complete two-part instructions given to me by my teacher without reminders. I can make independent choices in the learning environment. I can continue an activity until completion. I can work with my friends to tidy the learning environment by following a model. I can share and take turns without an adult. I can pay attention and respond appropriately in conversations. 	<ul style="list-style-type: none"> I can form identifiable letters, following a model. I can hold a pencil using a tripod grip. I can show coordination when demonstrating gross motor movements i.e. rolling, crawling, skipping, hopping, jumping etc). I can explore different ways of moving and using equipment. I can balance on 1 leg I can hold a position for 10 seconds. I can get dressed and undressed independently. 	<ul style="list-style-type: none"> I can confidently read the first 19 letter sound correspondences (Phase 2) I can read all Phase 2 Tricky words I can read and make CVC words I can read pink band books, sometimes with support. I attempt to form letter shapes matched to sounds. I can write my name. 	<p>It's Me 1, 2, 3 (1 week)</p> <ul style="list-style-type: none"> Composition of 1, 2 and 3 (different ways of making 1, 2, and 3 e.g. 1 and 2 makes 3). <p>Circles and triangles (2 weeks)</p> <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position <p>1, 2, 3, 4, 5 (3 weeks)</p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 <p>Shapes with 4 sides (1 week)</p> <ul style="list-style-type: none"> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night <p>Alive in 5 (1 week)</p>	<ul style="list-style-type: none"> I can talk about key features in my local environment I can talk about the different seasons. I can talk about how the seasons change over time. I can talk about different religions / cultures; how they are similar and different from my own I can talk about the seasons and how these change the environment throughout the year- winter I can describe changes in water as it freezes and melts I can compare the lives of other people in the past with my life now. I can talk about the past in contrast to the present using pictures, characters, and stories 	<ul style="list-style-type: none"> I can mix colours and create different shades. I know what a silhouette is and how to create one. I can say what my creation is and talk about it with support. I can retell known stories using props and puppet I can sing new songs once they've been taught to me I use instruments to keep a beat and play increasingly complex patterns I can create a collage using scissors, glue and colours effectively I know who (Vincent Van Gogh) is and can talk about his/her style



Linden Primary School Medium Term Plan – Reception Autumn



				<ul style="list-style-type: none">• Introduce zero• Find 0 to 5 <p>Ongoing</p> <ul style="list-style-type: none">• Compare length (longer shorter)• Compare size (bigger and smaller)• Compare mass (heavier and lighter)• Compare capacity (more, least)• I can sort objects in different ways and explain my sorting with support.		
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