

RECEPTION MEDIUM TERM PLAN
AUTUMN TERM 2019/20

| AREA | Week 1 4.09.17 | Week 2 11.09.17 | Week 3 18.09.17 | Week 4 25.09.17 | Week 5 02.10.17 | Week 6 09.10.17 | Week 1 30.10.17 | Week 2 06.11.17 | Week 3 13.11.17 | Week 4 20.11.17 | Week 5 27.11.17 | Week 6 04.12.17 | Week 7 11.12.17 |
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| PSED | <p>Forms good relationships with peers and familiar adults. Takes steps to resolve conflicts with other children/ beginning to be able to negotiate and solve problems without aggression. Confident to talk to other children when playing and shows confidence in asking adults for help. Confident to speak to others about own needs. Aware of the boundaries set, and of behavioural expectations in the setting.</p> | | | | | | | | | | | | |
| | <p>Learn the class rules and expectations and ways to stay safe at school. Model tidying up/ lining up. Play animal noise games inside and out to teach children and indoor/outdoor voices. Talk about what it means to be a good 'learner'. Share learning targets. Learn to share and take turns. Provide strategies to resolve their disagreements. Play games that involve turn taking. Team sport games. Provide opportunities for group games to encourage interaction between the children - parachute games. Emotions board for them to begin to identify and express their feelings. Ensure adults are open, positive and encouraging at all times. Story books about friendship and resolving conflict. Introduce STOP reference bullying. Introduce talk partners.</p> | | | | | | | | | | | | |
| PHYSICAL DEVELOPMENT | <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Shows a preference for a dominant hand. Usually dry and clean throughout the day. Understands the importance of hygiene. Show good control in large and small movements.</p> | | | | | | | | | | | | |
| | <p>Learning daily washing hands procedure. Create fine motor activities within continuous provision to develop muscle strength and precision. Provide support to children with toilet routine (toilet chart so children can leave the room independently.) Focus on balancing activities to encourage control and muscle strength. Throwing and catching games. Dough disco/write dance activities to develop gross and fine motor skills.</p> | | | | | | | | | | | | |

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| COMMUNICATION & LANGUAGE | <p>Listens to others when conversations interest them. Listens and responds to ideas expressed by others in discussion. Responds to simple instructions. Able to answer and ask 'what' and 'how' questions.</p> <p>Create discussion opportunities for children to share their views and ask questions. Learn about putting hand up to speak, listening ears and why it's important. Link to learning targets. Read story books and encourage discussions about the story. Introduce talk partners. Give children special jobs to allow them to follow instructions. Have 'special' children each week. Send sheet box for parents to fill, highlighting special things about that child. Talk as a class about why that child is special.</p> |
| LITERACY | <p>Recognises familiar words and signs such as own name and advertising logos. Recognises and writes own name. Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sounds in words.</p> <p>Writes own name every morning. Finds name on toilet chart. Phase 2 phonics and tricky words. Opportunities to draw/paint and talk about what they have done. Drawing pictures of their family. Talk about jobs they want to do when older and apply phonic sounds to write some.</p> |
| MATHS | <p>Selects the correct numeral to represent 1 - 5, then 1 - 10 objects. Counts objects to 10, and beginning to count beyond 10. Recognises numerals 1 - 10. Can count reliably from 1 - 20, place them in order and say which number is 1 more or 1 less. Beginning to use mathematical names for 2D and 3D shapes. Selects a particular named shape.</p> <p>Using washing lines to order numerals, sing songs linked to number (10 green bottles etc). Numerals within continuous provision. Activities to match numerals to objects. Education City maths ordering games.</p> |
| UNDERSTANDING THE WORLD | <p>Remembers and talks about significant events in their own experiences. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. Enjoys joining in with family customs and routines.</p> |

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| | <p>Shows care and concern for their environment. Talk about the features of their own immediate environment. Looks closely at patterns and change. Completes a simple program on a computer.</p> <p>'Special' child each week to focus on their significant events and similarities and differences in relation to their family. Explore what makes them unique by talking as a class about family structures. Make genograms. Weekly 'reflection time' to explore and celebrate children's achievements. Home role play to explore their home routines. Learn to respect the class environment and resources. Use ipads correctly, accessing apps and following instructions given by the app. Use ipads to take photos of their environment. Walks around the school and Ipplepen to explore the immediate environment. Explore Christmas as an event. Learn the Christmas story. Make firework pictures of Bonfire.</p> |
| EXPRESSIVE ARTS & DESIGN | <p>Begins to build a repertoire of songs and dances. Uses simple tools and techniques competently and appropriately. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme.</p> <p>Learn Harvest Samba song. Learn 'I Like Me' song. Make faces of themselves using different medium. Use mirror to observe their faces. Rubbings of different leaves and trees. Create pictures using autumn objects.</p> |
| RELIGIOUS EDUCATION | <p>Learn school prayer/ Lord's prayer. Share school values and talk about their meaning. Explore Harvest Festival and Diwali. Learn the Christmas story.</p> |