

**Reception Medium Term Plan  
Autumn 2 2017 – Let's Party!**



Area of Learning	Possible Activities
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>To play in a group, taking turns and sharing with others.</li> <li>To select and use activities and resources.</li> <li>To develop confidence talking in front of a group.</li> <li>To talk about home and community and events that have happened in their own life.</li> <li>To show awareness of behavioural expectations.</li> <li>To adapt behaviour to different events / changes in routine.</li> <li>To understand that own actions affect other people.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Good to be Green system</li> <li>PATHS lessons – introducing puppets, giving compliments</li> <li>Pupil of the Day</li> <li>Protective Behaviours</li> <li>Circle time – talking about special times such as birthdays, bonfire night etc.</li> <li>Christmas concert</li> </ul>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>To sit quietly and listen during carpet times.</li> <li>To predict what might happen in stories.</li> <li>To listen carefully to others.</li> <li>To follow two part instructions.</li> <li>To ask questions – who, what, when, where why?</li> <li>To retell past events in order.</li> <li>To use a range of tenses appropriately.</li> <li>To increase vocabulary.</li> <li>To use language to imagine and recreate roles in their play.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and answering questions</li> <li>Talking about special events - birthdays</li> <li>Small world play areas</li> <li>Role play areas</li> <li>Vocabulary wall</li> </ul>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>To develop ball skills.</li> <li>To hold a pencil correctly and with control.</li> <li>To use tools – hole punch, stapler, scissors.</li> <li>To write recognisable letters.</li> <li>To travel confidently over, under and through balancing and climbing equipment.</li> <li>To develop fine motor skills.</li> <li>To dress and undress independently.</li> <li>To show understanding of the need for safety when tackling new challenges.</li> <li>To handle and transport equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>Daily dough disco to develop fine motor control</li> <li>Outdoors – climbing mound, bikes, large construction to develop large movements</li> <li>Cutting activities</li> <li>Hammering golf tees into pumpkins</li> <li>Tweezers – picking up spiders!</li> <li>Name writing practise / daily phonics session</li> <li>Handwashing activity</li> <li>Changing for PE</li> <li>Putting on own coat</li> <li>Weekly PE session with Mr Mistry</li> </ul>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>To identify words that rhyme.</li> <li>To hear the sound at the start of a word.</li> <li>To read familiar words and signs.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing stories, 1:1 and in small groups</li> <li>Daily phonics (RWI)</li> <li>Regular name writing practise</li> <li>Writing lists – birthday party</li> <li>Writing for a purpose – invitations, cards</li> </ul>

<ul style="list-style-type: none"> <li>• To blend sounds together to read simple words and sentences.</li> <li>• To know that information can be retrieved from books.</li> <li>• To write lists, labels and captions.</li> <li>• To write initial / dominant sounds in words</li> <li>• To form letters in their name correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Rap to read sessions – red words</li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• To count accurately to 10 and beyond.</li> <li>• To count by rote to 20.</li> <li>• To recognise numbers to 20.</li> <li>• To estimate and check by counting.</li> <li>• To count on from a given number.</li> <li>• To add and subtract single digit numbers.</li> <li>• To begin to record using marks and numbers.</li> <li>• To use language to describe shapes – round, sides, corners.</li> <li>• To order items by length and weight.</li> <li>• To order and sequence familiar events.</li> <li>• To solve problems involving sharing.</li> </ul>	<ul style="list-style-type: none"> <li>• Counting forwards to at least 20</li> <li>• Number flashcards – ordering, recognition</li> <li>• Numicon</li> <li>• Counting accurately, matching amount to numeral</li> <li>• Ordering objects by length (leaves)</li> <li>• Weighing parcels</li> <li>• Estimating sweets in a jar</li> <li>• Sharing food at a birthday party</li> <li>• Ordering pictures from a story</li> </ul>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• To recognise why events happened and what happened as a result.</li> <li>• To understand the term ‘celebration’ and the ways in which people celebrate.</li> <li>• To group objects into past and present.</li> <li>• To consider modes of transport used on long journeys today and compare them to modes of transport in the past.</li> <li>• To observe changes that happen – when melting chocolate.</li> <li>• To remember and talk about significant events in their own life.</li> <li>• To describe special times or events for family or friends.</li> <li>• To join in with family celebrations and routines.</li> <li>• To operate simple equipment – remote control cars, Beebots, cameras.</li> </ul>	<ul style="list-style-type: none"> <li>• Using an interactive whiteboard / PC</li> <li>• Use of iPad with guided access</li> <li>• Visit from the vet</li> <li>• Walk to the post office (Christmas card)</li> <li>• News time – family and significant events</li> <li>• Wedding</li> <li>• Visit to Church (Christmas)</li> <li>• Bonfire party – making hot chocolate</li> <li>• Cooking – krispy cakes for birthday party</li> <li>• Comparing toys – baby / now</li> <li>• Remote control cars</li> <li>• Taking a picture with the camera (on ipad)</li> </ul>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• To learn new songs for the Christmas concert.</li> <li>• To explore different sounds of instruments.</li> <li>• To construct with a purpose in mind, using different resources.</li> <li>• To select appropriate resources and adapt work where necessary.</li> <li>• To create movements in response to music.</li> <li>• To engage in imaginative role play.</li> <li>• To use resources to create props to support their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Making Christmas cards</li> <li>• Decorations – birthday party / wedding</li> <li>• Blow painting – firework picture</li> <li>• Learning songs for the concert</li> <li>• Music area – exploring ways to make sounds</li> <li>• Weekly Music with Mrs Westley - learning to play instruments, learning new songs</li> <li>• Role play (real life experiences – home, school, vets)</li> </ul>

**Key Events**

Visit from the Vet – 16.11.17

Walk to Post Office

Visit to Church

Trip to Pantomime – 19.12.17

Reception Wedding – WB 20.11.17