



All about me



Personal, Social and Emotional Development

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
- Can select and use activities and resources with help
- Is more outgoing towards unfamiliar people and more confident in new social situations
- Confident to talk to other children when playing, and will communicate freely about own home and community
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others
- Can usually adapt behaviour to different events, social situations and changes in routine
- Aware of the boundaries set, and of behavioural expectations in the setting
- Confident to speak to others about own needs, wants interests and opinions
- Can usually tolerate delay when needs are not met immediately, and understands wishes may not always be met

Ways to help at home:

- Encourage your child to put away their own belongings when they come into school in the morning
- Talk to your child about things they enjoy

Communication and Language

- To listen to stories with increasing attention and recall
- To listen to others when conversation interest them
- To follow instructions
- To respond to simple instructions
- To use talk to connect ideas, explain what is happening anticipate what might happen next, recall and relive past experiences
- To use vocabulary focused on objects and people that are of particular importance to them
- To begin to understand why and how questions
- To understand the use of objects
- To retell a simple past event in correct order
- To use simple sentences
- To use talk in pretending that objects stand for something else in play

Ways to help at home:

- Encourage your child to take turns in conversation
- Share stories, encourage your child to talk about what is happening in the story, predict what they think might happen next

Physical Development

- To dress with help
- To hold pencil near points between first two fingers and thumb and use it with good control
- To use one handed tools and equipment
- To handle tools, objects, construction and malleable materials safely and with increasing control
- To form recognisable letters
- To negotiate space successfully
- To explore moving in different ways – crawling, rolling, jumping, hopping
- To manage washing and drying of hands
- To tell an adult when hungry, tired etc.
- To use the toilet independently

Ways to help at home:

- Encourage your child to dress independently
- Practise writing your child's name – starting with a capital letter
- Tracing / colouring activities, encourage your child to stay on the lines
- Practise riding a bike or scooter, avoiding obstacles!!!
- Lots of cutting practise – show your child how to hold scissors correctly and cut along a line

Reception Medium Term Plan – Autumn term 1 2016

<p>doing at school, friends they have made</p> <ul style="list-style-type: none"> • Play games that involve taking turns and sharing • Encourage your child to take responsibility for things e.g. helping with jobs at home • Provide opportunities where your child has to wait for things that they need or want – to understand that they can't always have what they want straight away 	<ul style="list-style-type: none"> • Recite nursery rhymes – talk about any words that rhyme • Understanding the use of objects e.g. what do we use to cut things? • Following simple instructions • Talk in sentences, using words such as and / because to join ideas together 	
<p>Literacy</p> <ul style="list-style-type: none"> • To listen to stories with increasing attention and recall • To join in with rhyming and rhythmic activities • To handle books correctly • To recognise their own name and other familiar words • To know that print carries meaning and is read from left to right • To show interest in illustrations and print • To hear and say initial sound in words • To link sounds to letters • To write own name, familiar words e.g. mum • To give meaning to marks they make • To use identifiable letters to communicate meaning, representing some sounds correctly and in sequence <p>Ways to help at home:</p> <ul style="list-style-type: none"> • Encourage your child to tell stories using the pictures • Practise reading red tricky words which will be sent home • Play Eye Spy – using the sound at the beginning of a word • Practise writing their own name and other 	<p>Mathematics</p> <ul style="list-style-type: none"> • To recite numbers to 10 • To count objects accurately • To know that numbers identify how many objects are in a set • Knows that anything can be counted – steps, clap, jumps • To begin to represent numbers • To separate groups of objects in different ways, recognising that the total is still the same • To compare two groups, saying when they have the same number • To begin to recognise numbers • To say the number that is 1 more • Finds the total by counting all • To name 2D shapes • To use shapes to make models and patterns • To understand and use positional language <p>Ways to help at home:</p> <ul style="list-style-type: none"> • Count by rote to at least 20 • Read and order numbers to at least 10 • Practise writing numbers – 1-10 • Put objects in a line before counting • Compare groups of objects (e.g. sweets) who 	<p>Understanding the World</p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience • Shows interest in the lives of people who are familiar to them • Shows interest in different occupations and ways of life • Comments and asks questions about aspects of their familiar world • Talks about features in the locality • Develop an understanding of change and growth over time • Knows how to operate simple equipment <p>Ways to help at home:</p> <ul style="list-style-type: none"> • Encourage your child to talk about significant events that have happened / day trips out etc. Share with us back in school • Look at features that you pass on the way to school • Talk about how your child has changed since they were a baby • Look at different jobs that people do

Reception Medium Term Plan – Autumn term 1 2016

familiar words such as mum, dad	<div>has more / less?</div> <ul style="list-style-type: none">• Recognise and name shapes – circle, square, triangle, rectangle• Give directions – put it on top of... under...	
<div>Expressive Arts and Design</div> <ul style="list-style-type: none">• To join in with singing and ring games• To use various construction materials• To join construction pieces together• To explore what happens when you mix colours• To construct with a purpose in mind• To copy adults• To engage in imaginative role play, based on own experiences• Uses available resources to create props to support play• To create simple representations of objects, people <div>Ways to help at home:</div> <ul style="list-style-type: none">• Encourage your child to take on different roles when they are playing – mum, teacher, shopkeeper• Draw or paint pictures of themselves and others• Encourage your child to use appropriate colours in their drawings• Enjoy moving and dancing to different types of music• Make models using different materials – junk modelling, construction, playdough		<div>Other events this half term:</div> <div>Macmillan coffee morning – Friday 30th September</div> <div>Parent consultations</div> <div>RDT – Monday 10th October 1-4pm or Wednesday 12th October 3.30-7.30pm</div> <div>RPe – Tuesday 11th October 1-4pm or Wednesday 12th October 3.30-7.30pm</div> <div>RHu – Thursday 13th October 1-4pm or Wednesday 12th October 3.30-7.30pm</div> <div>Tuesday 18th October – individual photographs</div>