

**Reception Medium Term Plan
Autumn 1 2017 – All About Me**



Area of Learning	Possible Activities
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Talking about importance of school / class rules • Modelling sharing and taking turns • Circle time activities- sharing likes, interests • Ensure areas of the classroom are labelled so that chn can access own resources
<p>Communication and Language</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Listening to stories and answering questions • Talking about their family • Small world play areas • Role play areas • Adult to model and repeat talking in sentences

<p>Physical Development</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lots of activities to develop fine motor skills – threading, play dough, play foam, using pegs, tweezers • Outdoors – climbing mound, bikes, large construction to develop large movements • Cutting activities • Name writing practise • Handwashing activity • PE – games to help with awareness of space and others (traffic lights, beans, cups and cones)
<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 	<ul style="list-style-type: none"> • Sharing stories, 1:1 and in small groups • Daily phonics (RWI) • Regular name writing practise • Drawing and writing about their family
<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 	<ul style="list-style-type: none"> • Counting forwards to at least 20 • Number flashcards • Numicon • Counting accurately, matching amount to numeral • Shape pictures using 2D shapes

<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 	<ul style="list-style-type: none"> • Using an interactive whiteboard • Use of iPad with guided access • Sharing baby photographs • Visit to the vets • Walk in the local area • News time – family and significant events • Show and tell – special books • Stories from the Bible
<p>Expressive Arts and Design</p> <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 	<ul style="list-style-type: none"> • Drawing self- portraits • Marbling – colour mixing • Music - learning to play instruments, learning new songs • Role play (real life experiences – shop, home, drs)
<p>Key Events Pre-pedal week Visit to vets</p>	