



Reception Medium Term Plan Autumn 1 – Once upon a rhyme!



Area of Learning	Possible Activities
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Begin to show ‘effortful control’ e.g. waiting for a turn and resisting to grab what they want or push to the front (Birth-3) • Develop friendships with other children (Birth-3) • Select and uses activities and resources, with help when needed (3/4) • Become more outgoing with unfamiliar people, in the safe context of their setting (3/4) • Show more confidence in new social situations (3/4) • Increasingly follow rules, understanding why they are important (3/4) 	<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 • Star of the week • Jigsaw
<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen to simple stories and understands what is happening, with the help of the pictures (Birth-3) • Enjoy listening to longer stories and can remember much of what happens (3/4) • Use a wider range of vocabulary (3/4) • Understand a question or instruction that has two parts (3/4) • Know many rhymes (3/4) • Use longer sentences of four to six words (3/4) • Can start a conversation with an adult or friend (3/4) • Use talk to organise themselves and their play (3/4) • Understand how to listen carefully and why listening is important (Reception) • Learn new vocabulary (Reception) • Develop social phrases (Reception) • Engage in story times (Reception) • Learn poems, rhymes and songs (Reception) • Re-tell the story, once they have developed a deep familiarity with the text, some exact repetition, some in their own words (Reception) 	<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 • Talk for writing – story maps for nursery rhymes
<p>Physical Development</p> <ul style="list-style-type: none"> • Develop manipulation and control (Birth-3) • Continue to develop their movement, balancing, riding and ball skills (3/4) • Use large muscle movements to wave flags and streamers, paint and make marks (3/4) 	<ul style="list-style-type: none"> • Lots of activities to develop fine motor skills – threading, play dough, play foam, using pegs, tweezers (Funky fingers station) • Outdoors – climbing mound, bikes, large construction to develop large movements • Cutting activities

<ul style="list-style-type: none"> • Use one handed tools and equipment e.g snips in paper with scissors (3/4) • Use a comfortable grip with good control when holding pens and pencils (3/4) • Start to eat independently and learning how to use a knife and fork (3/4) • Show a preference for a dominant hand (3/4) • Be increasingly independent as they dress and undress - putting on coats and doing up zips (3/4) • Be increasingly independent in meeting own needs - using toilet, hand washing (3/4) • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (Reception) • Develop overall body strength, balance co-ordination and agility (Reception) • Know and talk about factors that support overall health and well-being (Reception) • Further develop skills they need to manage the school day successfully - lining up, meal times, personal hygiene (Reception) 	<ul style="list-style-type: none"> • Name writing practise • Handwashing activity • Squiggle whilst you wiggle sessions
<p>Literacy</p> <ul style="list-style-type: none"> • Join in with songs and rhymes (Birth-3) • Enjoy drawing freely (Birth-3) • Add some marks to their drawings, which they give meaning to (Birth-3) • Make marks on their picture to stand for their name (Birth-3) • Understand key concepts about print (3/4) <p>Print has meaning Names of parts of a book Print can have different purposes Page sequencing Read English text from left to right and top to bottom</p> <ul style="list-style-type: none"> • Develop phonological awareness so that they can spot and suggest rhymes, recognise initial sounds, hear sounds and orally blend to make words (3/4) • Write some or all of their name (3/4) • Write some letters accurately (3/4) • Read individual letters by saying the sounds for them (Reception) 	<ul style="list-style-type: none"> • Sharing stories, 1:1 and in small groups • Singing nursery rhymes • Matching objects that rhyme • Daily phonics (RWI) • Regular name writing practise • Drawing and writing about their family • Fred talk games • Pinny Time
<p>Mathematics</p> <ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually (subitising) (3/4) • Recite numbers past 5 (3/4) • Say one number for each item in order (3/4) • Show 'finger numbers' up to 5 (3/4) • Link numerals and amounts up to 3 (3/4) • Discuss routes and locations using words like 'in front of' and 'behind' (3/4) • Explore the composition of numbers to 3 (Reception) 	<ul style="list-style-type: none"> • Counting forwards to at least 10 • Number flashcards • Numicon • Counting accurately, matching amount to numeral • Shape pictures using 2D shapes • Number blocks episodes • Number of the week activity

<p>Understanding the World</p> <ul style="list-style-type: none"> • Explore materials with different properties (Birth-3) • Explore natural materials, indoors and outside (Birth-3) • Show interest in different occupations (3/4) • Explore how things work (3/4) • Talk about members of their immediate family and community (Reception) • Name and describe people who are familiar to them (Reception) • Understand the effect of changing seasons on the natural world around them - Autumn (Reception) 	<ul style="list-style-type: none"> • Using an interactive whiteboard • Use of iPad with guided access • Circle time – family and significant events • Hunting for spiders • Looking for signs of Autumn • People who help us • Locating places on a map – Nuneaton, London
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore a range of sound makers and instruments and play them in different ways (Birth-3) • Enjoy and take part in action songs (Birth-3) • Start to develop pretend play, pretending that one object represents another (Birth-3) • Explore different materials, using all their senses (Birth-3) • Use their imagination as they consider what they can do with different materials (Birth-3) • Make simple models which express their ideas (Birth-3) • Take part in simple pretend play (3/4) • Make imaginative and complex 'small worlds' with blocks and construction kits (3/4) • Draw with increasing complexity and detail (3/4) • Explore colour and colour mixing (3/4) • Remember and sing entire songs (3/4) 	<ul style="list-style-type: none"> • Drawing self- portraits • Creative area • Marbling – colour mixing • Music - learning to play instruments, learning new songs • Role play (real life experiences – home, doctors, shop) • Construction and small world areas
<p>Enrichment Ideas</p> <p>Trip on a bus in the local area Visit from a vet, doctor or police officer</p>	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Rhyming • London • Bakery • Spider • Capital city • People who help us - doctor, nurse, firefighter, police officer • Feelings - sad, happy • Healthy
<p>Key skills / knowledge</p> <ul style="list-style-type: none"> • I can sing a nursery rhyme • I know who to ask for help • I can say words that rhyme • I know what to do after I've been to the toilet • I can talk about different places • I can say when I feel happy / sad 	

- I know that I live in Nuneaton
- I know that London is the capital city of England