



Reception Medium Term Plan Autumn 2 2020 – Let's Party!



Area of Learning	Possible Activities
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none">• Play with one or more other children, extending and elaborating play ideas (3/4)• Talk with others to solve conflicts - teacher or friend (3/4)• Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried' (3/4)• Begin to understand how others might be feeling (3/4)• See themselves as a valuable individual (Reception)• Build constructive and respectful relationships (Reception)• Show resilience and perseverance in the face of challenge (Reception)• Manage their own needs (Reception)	<ul style="list-style-type: none">• Introduce Good to be Green system• PATHS lessons – talking about different feelings• Star of the week• Pupil of the week• Headteacher's tea party• Circle time – talking about special times such as birthdays, bonfire night etc.
<p>Communication and Language</p> <ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens (3/4)• Understand a question or instruction that has two parts (3/4)• Can start a conversation with an adult or a friend and continue it for many turns (3/4)• Use talk to organise themselves and their play (3/4)• Learn new vocabulary (Reception)• Ask questions to find out more and to check they understand what has been said to them (Reception)• Articulate their ideas and thoughts in well-formed sentences (Reception)• Describe events in some detail (Reception)• Engage in story times (Reception)• Retell 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 special events - birthdays• Small world play areas• Role play areas• Vocabulary wall• Guided reading in small groups• Favourite Five stories
<p>Physical Development</p> <ul style="list-style-type: none">• Continue to develop their movement, balancing, riding and ball skills (3/4)• Skip, hop, stand on one leg and hold a pose for a game (3/4)• Use large muscle movements to wave flags and streamers, paint and make marks (3/4)• Use one handed tools and equipment e.g snips in paper with scissors (3/4)	<ul style="list-style-type: none">• Squiggle while you wiggle to develop fine motor control• Outdoors – climbing mound, bikes, large construction to develop large movements• Cutting activities• Hammering golf tees into pumpkins• Tweezers – picking up spiders!• Name writing practise / daily phonics session• Putting on own coat• Weekly PE session

<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils (3/4) • Be increasingly independent as they dress and undress - putting on coats and doing up zips (3/4) • Make healthy choices about food, drink, activity and tooth brushing (3/4) • Revise and refine movements - rolling, crawling, walking, jumping, climbing (Reception) • Develop their small motor skills so that they can use a range of tools competently, safely and confidently (Reception) • Develop the foundations of a handwriting style (Reception) • Know and talk about factors that support overall health and well-being (Reception) 	<ul style="list-style-type: none"> • Talking about ways to keep healthy
<p>Literacy</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing e.g writes m for mummy (3/4) • Writes some or all of their name (3/4) • Writes some letters accurately (3/4) • Read individual letters by saying the sounds for them (Reception) • Blend sounds into words, so that they can read short words made up of known letter sounds (Reception) • Read a few common exception words, matched to the schools phonic programme (Reception) • Spell words by identifying the sounds and then writing the sound with letter/s (Reception) 	<ul style="list-style-type: none"> • Sharing stories, 1:1 and in small groups • Daily phonics (RWI) • Regular name writing practise • Writing lists – birthday party • Writing for a purpose – invitations, cards • Red word of the week • Pinny Time
<p>Mathematics</p> <ul style="list-style-type: none"> • Recite numbers past 5 (3/4) • Show 'finger numbers' up to 7 (3/4) • Experiment with their own symbols and marks as well as numerals (3/4) • Talk about and explore 2D and 3D shapes (3/4) • Make a comparison between objects relating to size, length, weight and capacity (3/4) • Select shapes appropriately when building (3/4) • Combine shapes to make new ones (3/4) • Talk about and identifies the patterns around them (3/4) • Extend and create ABAB patterns - stick, leaf, stick, leaf (3/4) • Notice and correct an error in a repeating pattern (3/4) • Count objects, actions and sounds (Reception) • Subitise (Reception) • Explore the composition of numbers to 7 (Reception) • Continue, copy and create repeating patterns (Reception) 	<ul style="list-style-type: none"> • Counting forwards to at least 20 • Number flashcards – ordering, recognition • Numicon • Counting accurately, matching amount to numeral • Ordering objects by length • Making a repeating pattern • Weighing parcels • Sharing food at a birthday party • Ordering pictures from a story • Representing numbers to 7 in different ways • Number blocks episodes 4-7 • Number of the week activity

<p>Understanding the World</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history (3/4) • Talk about members of their immediate family and community (Reception) • Recognise that people have different beliefs and celebrate special times in different ways (Reception) • Compare and contrast characters from stories, including figures from the past (Reception) 	<ul style="list-style-type: none"> • Using an interactive whiteboard / PC • Use of iPad with guided access • Walk to the post office (Christmas card) • News time – family and significant events • Wedding • Bonfire party – making hot chocolate • Story of Guy Fawkes • How people celebrate Diwali and Hanukah • Comparing toys – baby / now • Taking a picture with the camera (on ipad)
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls house (3/4) • Make imaginative and complex 'small worlds' with blocks and construction kits (3/4) • Explore different materials freely, in order to develop their ideas about how to use them and what to make (3/4) • Show different emotions in their drawings and paintings, like happiness, sadness etc. (3/4) • Remember and sing entire songs (3/4) • Play instruments with increasing control to express their feelings and ideas (3/4) 	<ul style="list-style-type: none"> • Making Christmas cards • Decorations – birthday party / wedding • Painting – firework picture • Learning Christmas songs • Music area – exploring ways to make sounds • Weekly Music learning to play instruments, learning new songs • Role play (real life experiences – home, school, Vets)
<p>Enrichment Bonfire Party Walk to Post Office Reception Wedding</p>	<p>Key Vocabulary Celebration Bonfire night Guy Fawkes Diwali Birthday Wedding Christmas Jesus Christian Hindu</p>
<p>Key skills / knowledge</p> <ul style="list-style-type: none"> • I can tell you about a special time you celebrate • I can tell you about a special time someone else might celebrate • I know how people celebrate • I can re-tell the Christmas story • I can represent numbers to 7 	

