

Medium Term Planning				
Topics: Myself & Beginning Reception W.B. 5.9.22 3-4 yrs & Reception Development Matters Statements				
Personal, Social and Emotional Development		Communication and Language	Physical Development	
<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Build constructive and respectful relationships.</p>		<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p><b>Activities</b></p> <p>Play in the home corner</p> <p>Children describe themselves &amp; each other &amp; their features e.g hair colour, eye colour etc.</p> <p>Circle Time activities-can they do an action and describe what they like to do, play with, eat etc.Kim’s game-identify missing object.</p> <p>Communicate when playing with peers.</p> <p>Introduce words of the week linked to the school routine.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	
<b>Activities</b>				
<p>Explain &amp; follow the Reception routines including how we keep each other safe at school.</p> <p>Discuss &amp; write a list of ways we can be a good Reception class friend.</p> <p>T &amp; TAs to support child initiated play with peers</p> <p>Act out stories in home corner with our friends in role play &amp; small world play</p> <p>Learn our friend’s names</p> <p>Children talk about who is in their family.</p>				
The Specific areas of learning				
Literacy	Mathematics	Understanding the World	Expressive Arts and Design	
<p>Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Read individual letters by saying the sounds for them.</p> <p><b>Activities</b></p> <p>Identify the initial sound they can hear.</p> <p>Write the initial sound they can hear next to a picture.</p> <p>Write any other sounds they can identify in the word.</p> <p>Practice writing &amp; recognising their names.</p> <p>Recongnise friends’ names hidden in Butterfly Garden.</p> <p>Recognise their names on individual named resources.</p> <p>Read ORT big book stories to introduce names of characters.</p> <p>Children trace over names &amp; colour in pictures.</p> <p>Draw &amp; paint pictures of themselves for front cover of writing folder &amp; to display in classroom.</p> <p>Make name with playdough, letter stampers etc</p> <p>Clap syllables to new pirate vocab</p> <p>.</p>	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Count objects, actions and sounds.</p> <p><b>Activities</b></p> <p>Play games to match numerals and quantity.</p> <p>Count to 10 and identify numeral on the number line.</p> <p>Count out the correct number of objects to match the numeral</p> <p>Introduce 10 frame for registration photos</p> <p>Use 10 frame for counting objects on TV screen for whole class teaching sessions.</p> <p>Rote counting rhymes &amp; rote counting.</p>	<p>Continue to develop positive attitudes about the differences between people.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><b>Activities</b></p> <p>-Talk about what they did over the Summer.</p> <p>-Discuss their physical features-how are they similar/different to their friends.</p> <p>-Circle Time-Do they like doing/ playing with the same thing?.</p> <p>-Talk about their families. Read stories about different families.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Develop storylines in their pretend play.</p> <p><b>Activities</b></p> <p>-Make playdough figures e.g. themselves, their friends, pirates etc.</p> <p>-Act out simple stories in the Home Corner inside &amp; outside. Which family members are in it?</p> <p>-Draw &amp; paint themselves &amp; their families.</p>	

