


## Reception Class – Medium Term Planning Autumn 2 2022

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| <p><u>Personal, Social &amp; Emotional:</u></p> <ul style="list-style-type: none"> <li>Play cooperatively, taking turns.</li> <li>Take account of other's ideas</li> <li>Show sensitivity</li> <li>Form positive relationships with adults and other children</li> <li>Confident to try new activities</li> <li>Confident to speak in small group – talk about ideas and choose resources</li> <li>Know and say when they do and don't need help</li> <li>Talk about they and others show feelings</li> <li>Talk about own behaviour and its consequences</li> <li>Work as part of a group or class</li> <li>Adapt behaviour in different situations</li> </ul>                    | <p><u>Communication &amp; Language:</u></p> <ul style="list-style-type: none"> <li>Manners</li> <li>Show &amp; Tell</li> <li>Circle games</li> <li>Stories</li> <li>Listen in range of situations</li> <li>Anticipating key events</li> <li>Respond appropriately</li> <li>Follow instructions</li> <li>Develop social phrases Engage in story times.</li> <li>Ask how and why questions</li> <li>Use past, present, and future tense</li> <li>Develop own narrative</li> <li>Engage in story times.</li> </ul>  | <p><u>Physical Development:</u></p> <ul style="list-style-type: none"> <li>Moving in different directions.</li> <li>Starting and stopping on a signal games.</li> <li>Travel using different body parts.</li> <li>Action songs, Naming body parts.</li> <li>Discuss effects of exercise after PE.</li> <li>Fine motor control – finger painting, dress dolls, zips, fasteners, patterns, scissors.</li> <li>Threading beads,</li> <li>Malleable</li> <li>Sewing activity</li> <li>Hygiene - Wash hands, brush teeth etc.</li> <li>Develop fine motor skills- holding pencil correctly, using scissors etc</li> <li>Fundamental Movement Skill Focus: Dynamic Balance to Agility Jumping &amp; Landing. Static Balance Seated</li> </ul>   | <p><u>Literacy:</u></p> <ul style="list-style-type: none"> <li>Letter formation activities. - using pens, paint, sand.</li> <li>Name recognition activities – matching name to photo.</li> <li>Guided Reading</li> <li>Naming and labelling body parts – draw around a child and label.</li> <li>Use information books to find out about our bodies.</li> <li>Level 2 / 3 phonics</li> <li>Read and understand simple sentences</li> <li>Use phonic knowledge to decode words. Read common irregular words. Demonstrate a knowledge of what they have read</li> <li>Use phonic knowledge to write words</li> <li>Write some irregular words</li> <li>Write simple sentences which can be read by themselves and others</li> <li>Some words spelt correctly and others phonetically plausible</li> </ul> |
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| <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> <li>Counting fingers and toes.</li> <li>Number songs.</li> <li>Compare hand sizes.</li> <li>Things that are bigger than me / smaller than me.</li> <li>Order children by height.</li> <li>Order socks.</li> <li>Different sized clothes, socks, hats.</li> <li>Patterns on clothes.</li> <li>Hair colour / Eye colour – sorting.</li> <li>Timeline of daily routines.</li> </ul> <p><b>WRM</b></p> <ul style="list-style-type: none"> <li>It's ME 1,2,3!</li> <li>Light and Dark</li> <li>Consolidation</li> <li>Numbers 4, 5, ,6,7,8</li> <li>Money</li> <li>Time</li> <li>Shape</li> <li>Early doubling</li> </ul> | <p><u>Understanding the World:</u></p> <ul style="list-style-type: none"> <li>Senses – blindfold games,</li> <li>Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.</li> <li>Name and describe people who are familiar to them.</li> <li>Know some similarities and differences between the past and now.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Use and select technology</li> <li>RE – Which people are special</li> <li>and why?</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> | <p><u>Expressive Arts &amp; Design:</u></p> <ul style="list-style-type: none"> <li>Models of themselves.</li> <li>Make puppets of themselves and their families.</li> <li>Peg People</li> <li>Masks</li> <li>Paint portraits using mirrors – recap colour mixing.</li> <li>Draw family portraits focusing on scale.</li> <li>Draw around each other – add features.</li> <li>Handprints / Footprints.</li> <li>Use different body parts to make textures eg. bubble painting.</li> <li>Take digital photographs of each other.</li> <li>Collect pictures of people to create a collage.</li> <li>Healthy eating – Plate collage.</li> <li>Make Harvest Mosaic</li> <li>Create posters recommending healthy lifestyles.</li> <li>Action songs related to body parts</li> <li>Explore ways of making sounds using the instruments.</li> <li>Body sounds.</li> <li>Role Play Area – Indoor – House &amp; Baby Clinic Outdoor – Cafe.</li> <li>Develop storylines in their pretend play.</li> </ul> |   |