


## Reception Class – Medium Term Planning Autumn 2 2023

<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> <li>• Dance – Dance till You Drop</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>	
<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>