Mai Class Medium Term Plan Reception

Autumn 2020

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| **Personal, Social and Emotional Development** **Objectives:**  Making relationships (40-60+)  Initiates conversations attends to and takes account of what others say.  Explains own knowledge and understanding and asks appropriate questions of others.  Takes steps to resolve conflicts with other children, e.g finding a compromise  (ELG) - Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise  their activity. They show sensitivity to others’ needs and feelings, and form positive relationships.  Self-confidence and self-awareness (40-60+)  Confident to speak to others about own needs, wants interests and opinions.  Can describe self in positive terms and talk about abilities.  (ELG) - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.  Managing feelings and behaviour (40-60+)  Understand that own actions affect other people, e.g becomes upset or tires to comfort other children when they realise they have upset them.  Aware of the boundaries set, and of behavioral expectations in the setting.  Beginning to be able to negotiate to solve problems without aggression, e.g when someone has taken their toy.  (ELG) - Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.  Supporting Learning Experiences:   * Class charter * Learning new routines * Visual timetable * About me * Taking turns sharing ideas during carpet time * Sand/water area * Playground games * Theatre role play area * Construction area/small world * Sharing resources * Friendship stories – PSHE * Discussing feelings – PSHE * Discussing photographs of family members * Taking photographs of each other showing emotions * Construction area/small world * Tidy-up time * School assembly   Resources:   * Photos of different family members * Camera, ipads, microphones, talking buttons * Toys for sand/water play * Photos showing different emotions, matching labels to photos * Texts – ‘Dot.’ and ‘hello! Hello’ * Range of mark making/writing resources * Class charter * Visual timetable * Bricks, hard hats | **Physical Development** **Objectives:**  Moving and handling (40-60+)  Experiments with different ways of moving.  Jumps of an object and lands appropriately.  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Travels with confidence and skill around, under, over and through balancing and climbing equipment.  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  Uses simple tools to effect changes to materials.  Handles tools, objects, construction and malleable materials safely and with increasing control.  Shows a preference for a dominant hand.  Begins to use anticlockwise movement and retrace vertical lines.  Begins to form recognisable letters.  Uses a pencil and holds it effectively to from recognisable letters, most of which are correctly formed.  (ELG) - Children show good control and co-ordination in large and small movements. They move confidently in a rage of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.  Health and self-care (40-60+)  Eats a healthy range of foodstuffs and understands need for variety in food.  Usually dry and clean during the day.  Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  Shows understanding of how to transport store equipment safely.  Practices some appropriate safety measures without direction supervision.  (ELG) - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.  Supporting Learning Experiences:   * Playground games * Dressing and undressing * Building with life size bricks * Action songs * Write dance * P.E with specialist coach * Construction role play area/small world * Snack time * Toilet breaks * Text – ‘Dot.’ – recreating movements (surf, swipe etc) * Drawing plans for buildings in construction area * Writing the ‘time for the next show’ for puppet theatre * Sand area – mark making * Making puppets to retell story * Forest school  Resources:A range of ball sizes  * Hoops * Cones * Text – ‘Dot.’ * Play dough, cutters, tools * Dressing up clothes * Play bricks * Scissors, paper, felt-tips, pencils, paints * Plans of buildings to retrace * Logs, trees, branches during forest school | **Communication and Language** **Objectives:**  Listening and attention (40-60+)  Maintains attention, concentrates and sits quietly during appropriate activity.  Two-channelled attention – can listen and do for short span.  (ELG) - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.  Understanding (40-60+)  Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.  Able to follow a story without pictures or props.  Listens and responds to ideas expressed by others in conversation or discussion.  (ELG) - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  Speaking (40-60+)  Extends vocabulary, especially by grouping and naming, exploring the meaning of new words.  Using language to imagine and recreate roles and experiences in play situations.  Links statements and sticks to a main theme or intention.  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  Introduces a storyline or narrative into their play.  (ELG) – Children express themselves effectively, showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.  Supporting Learning Experiences:   * Meeting and greeting * About me * Technology area - instructions * Listening to and following new routines * Naming and describing technology, following instructions to use software * Theatre role play area * Listening and sharing ideas during carpet time * Story telling theatre * Construction area/small world * Tidy-up time * School assembly * Forest school * Sand/water area * Write dance   Resources   * ipads, camera, talking buttons, microphones * Beebots * construction area/small world tools * Texts – ‘Dot.’ and ‘hello! Hello’ * Props from texts/role play story telling resources * Range of mark making/writing resources * Matching labels to technology * Play bricks, hard hats * Sand/water toys |

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| **Literacy**  **Objectives:**  Reading (40-60+)  Continues a rhyming string.  Hears and says the initial sounds in words.  Can segment sounds in simple words and blend them.  Links sounds to letters, naming and sounding the letters of the alphabet.  Begins to read words and simple sentences.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Enjoys an increasing range of books.  Knows that information can be retrieved from books and computers.  (ELG) - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  Writing (40-60+)  Gives meaning to the marks they make as they draw, write and paint.  Begins to break the flow of speech into words.  Continues a rhyming string.  Hears and says the initial sound in words.  Can segment words and blend them together.  Links sounds to letters, naming and sounding the letters of the alphabet.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Writes own name and other things such as labels, captions.  Attempts to write short sentences in meaningful contexts.  (ELG) – Children use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  Supporting Learning Experiences:   * Alphabet song (supermovers) * Book corner * About me * Daily class songs and rhymes * Visual timetable * Technology area - audio and reading books on ipads * Technology area – read, trace and copy names of family member photos * Technology area – can you find these letters on the keyboard? * Technology area – read, trace and copy labels for technology * Story time * Sand area – matching initial letters with images * Sharing thoughts about books during carpet time * Phonics * Forest school – creating letters with twigs etc   Resources:   * Photos of different family members – tracing paper, pencils, paper * Stories for ipads * Texts – ‘Dot’ and ‘hello! hello’ * Technology books * Phonics games * Matching labels to pictures for visual timetable * Texts – ‘Dot.’ and ‘hello! Hello’ * Range of mark making/writing resources * Lego * Twigs during forest school * Laminated images with initial sound letters | **Maths** **Objectives:**  Numbers (40-60+)  Recognises some numerals of personal significance.  Recognises numerals 1 to 5.  Counts up to three or four objects by saying one number for each item.  Counts actions or objects which cannot be moved.  Counts objects to 10, and beginning to count beyond 10.  Counts up to six objects from a larger group.  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  Counts an irregular arrangement of up to 10 objects.  Estimates how many objects they can see and checks by counting them.  Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.  Finds the total of two groups by counting all of them.  Says the number that is one more than a given number.  Finds one more or one less from a group of up to five objects, then ten objects.  In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  Records, using marks that they can interpret and explain.  Begins to identify own mathematical problems based on own interests and fascinations.  (ELG) - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.  Shape, space and measure (40-60)  Beginning to use mathematical names for solid *3D shapes* and flat *2D shapes* and mathematical terms to describe shape.  Selects a particular named shape.  Can describe their relative position such as ‘*behind*’ or *next to.*  Orders two or three items by length or height.  Orders two items by weight or capacity.  Uses familiar objects and common shapes to create and recreate patterns and build models.  Uses everyday language related to time.  Beginning to use everyday language related to money.  Orders and sequences familiar events.  Measures short periods of time on simple ways.  Supporting Learning Experiences:   * Number board games * Counting songs * Sorting children by height * Matching number representations * Class clock * About me * Building role play – how many bricks will you need/have? * Technology area – can you find a given number on keyboard? * Technology area – record singing a number song * Technology area – read, trace and copy numbers from keyboard * Forest school – sorting items by height, weight * Snack time – Who has more? * Building role play – 2D and 3D shapes * Sand/water area * Theatre role play – When is the next show?   Resources:   * Numicon, counters, dice, multilink * Microphone, ipads, keyboard * Washing line, pegs * Number board games * Number songs * Tracing paper, pencils, paper, feltips, paint * Clocks * Stopwatch * Bricks * Lego * Till, money * Visual timetable * Items during forest school * Puppet theatre * Objects to hide and count in sand * Laminated numbers to match to items | **Understanding the World** **Objectives:**  People and communities (40-60+)  Enjoys joining in with family customs and routines.  (ELG) - Children talk about past and present events in their own lives and in the lives of family members.  The World (40-60+)  Looks closely at similarities, differences, patterns and change.  (ELG) - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediateenvironment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.  Technology (40-60+)  Completes a simple program on a computer.  Uses ICT hardware to interact with age-appropriate computer software.  (ELG) – Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.  Supporting Learning Experiences:   * Technology area * About me and family * Forest school – observing habitat * Puppet theatre * Interactive phonics games * Outdoor play – observing habitat * Texts – ‘Dot.’ ‘hello!, Hello!’   Resources:   * Microphones, ipads, cameras, keyboard * Photos of family * Software games * Natural resources outdoors and forest school * Watering can for flowers * Phonics play * Range of writing materials * Beebot * Photographs, books and computer images of seasons and celebrations * Mirrors * Puppets | **Expressive Arts and Design** **Objectives:**  Exploring and using media and materials (40-60+)  Begins to build a repertoire of songs and dances.  Explores different sounds of instruments.  Explores what happens when they mix colours.  Experiments to create different textures.  Understands that different media can be combined to create new effects.  Manipulates materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape assemble and join material they are using.  (ELG) - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function.  Being imaginative (40-60+)  Create simple representations of events, people and objects.  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Chooses particular colours to use for a purpose.  Introduces a story line into their play.  Plays alongside other children who are engaged in the same theme.  Plays cooperatively as part of a group and act out a narrative.  (ELG) – Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their won ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  Supporting Learning Experiences:   * Art area * Playdough * Tools for playdough * Text ‘Dot.’ * Puppet theatre * Construction area * Technology area – recording songs * Sand/water area * Write dance * Self-portraits * Story time * Daily class songs and rhymes * Music sessions   Resources:   * Paint, paint brushes, crayons, feltips, paper, tracing paper, scissors * 2D, 3D shapes * Bricks * Microphone, ipads, camera, keyboard * Playdough and tools * Percussion instruments * Lego * Cardboard boxes * Sellotape, glue, staplers * Materials (felt, crepe paper etc) * Puppets |