

Reception Medium Term Planning: Autumn 1

<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Developing independence in using the provision • Supporting children in developing listening & attention skills • Focus on self-help skills: dressing, undressing, using the toilet etc. • Establish routines for children • Develop relationships with parents/carers. • Help children and parents to make friends. • Develop sharing and turn taking skills. • Start to develop profile books for new children and use regularly as focus activity. • Develop familiarity of the school environment / staff – small group tours of the school taking photos of some key people e.g. FS staff, head teacher, secretary, premise manager, cook etc. 	<p>Physical Development</p> <ul style="list-style-type: none"> • Provide lots of opportunities for large, physical movement, e.g. climbing equipment, wheeled toys, balancing equipment, large construction equipment, hoops, tyres, etc. • Provide physical activities which will support children’s friendships / co-operation skills, e.g. throwing & kicking balls to each other, using large boxes to make a construction together, etc. • Ensure that children sit as a whole group for no longer than 15 minutes at a time. • Focusing on name writing and letter formation. • Focus on children’s independent self-help skills. 	<p>Mathematics</p> <ul style="list-style-type: none"> • Focus on rich mathematical environment, including a range of mathematical language • Focus on numbers to ten: counting, recognition and matching number and quantity
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Encourage and support small world and role play. • Assess knowledge of colours • Ensure there are areas for children to express themselves creatively are set up and children know how to use them (painting, music, technology). 	<p>Main Themes: ‘All About Me’ and Traditional Tales/Nursery Rhymes</p> <p>Main Focus: Settling in</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> • Provide opportunities for talking about who we are and our families • Opportunities for the children to use a wide range of technology for specific purposes
<p>Environment and Resources</p> <ul style="list-style-type: none"> • Listening and responsive adults • Organisation inside and outside areas • Resources accessible and labelled • Use outside to provide/support all areas of learning. 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Opportunities for children to talk with adults on one-to-one and small group basis. • Encourage communication through imaginative role play. • Opportunities for children to share a story with an adult on one-to one or small group basis. Begin to establish a repertoire of rhymes and songs and favourite stories. • Learn new vocabulary focused upon our body and talking about ourselves. • Being able to follow simple instructions 	<p>Literacy</p> <ul style="list-style-type: none"> • Provide a range of books for children to read including non-fiction texts on ourselves, our bodies. • Provide a range of mark making opportunities and writing materials to develop fine and gross motor control and to ignite interest in writing for different purposes
<p>Displays</p> <ul style="list-style-type: none"> • Class agreement • Children’s photographs, names • Visual timetable • Displays that show routines • Displays of children’s work 	<p>Assessment</p> <ul style="list-style-type: none"> • Assessment for baselines across all areas of learning • Incidental observations, photographs, work samples • Initial phonics check 	<p>Parents</p> <ul style="list-style-type: none"> • Reading 5 times a week • Support children with Home learning • Build up familiarity of setting and how children learn through play